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ABSTRACT

The prupose of the hearing, which was chaired by William F. Goodling, was to disseminate information about the good things that are happening in public education. The document contains the testimonies and prepared statements of the following members of the first panel: (1) Christopher Atchinson, graduate of the West Stand Lake Even Start Program; (2) Mary Brown, an Even Start program supervisor in the Oklahoma Public Schools; (3) Lynn Cherkasky-Davis, a teacher-facilitator at the Foundation School located on Chicago's South Side; (4) Hamid Ebrahimi, executive director of Project SEED, Special Elementary Education for the Disadvantaged; and (5) Samuel C. Stringfield, researcher, Johns Hopkins University. Participants on the second panel included Stanley Litlow, president of IBM Foundation and director of Corporate Support; Frank Brogan, Commissioner of Education of Florida; William Randall, Colorado State Commissioner of Education; Jerry Weast, Superintendent for Guilford County, North Carolina; and James Williams, Superintendent of Education of Dayton, Ohio, City Schools. (LMI)

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HEARING ON WHAT WORKS IN PUBLIC EDUCATION

ED 400 596

HEARING

BEFORE THE

COMMITTEE ON ECONOMIC AND EDUCATIONAL OPPORTUNITIES HOUSE OF REPRESENTATIVES

ONE HUNDRED FOURTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, JANUARY 31, 1996

Serial No. 104–57

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HEARING ON WHAT WORKS IN PUBLIC EDUCATION

WEDNESDAY, JANUARY 31, 1996

HOUSE OF REPRESENTATIVES,
COMMITTEE ON ECONOMIC AND
EDUCATIONAL OPPORTUNITIES,
Washington, DC.

The committee met, pursuant to call, at 9:30 a.m., Room 2175, Rayburn House Office Building, Hon. William F. Goodling, Chairman, presiding.

Members present: Representatives Goodling, Petri, Gunderson, Fawell, Ballenger, McKeon, Johnson, Hutchinson, Knollenberg, Graham, Weldon, Souder, Clay, Roemer, Miller, Williams, Martinez, Scott, Fattah, Owens, Woolsey, Sawyer, and Kildee

Staff present: Kent Talbert, Professional Staff Member; Sally Lovejoy, Senior Education Policy Adviser; Lynn Selmser, Professional Staff Member; Vic Klatt, Senior Education Coordinator; Denzel McGuire, Legislative Assistant; Dr. June L. Harris, Education Coordinator; Christine Treadway, Professional Associate; and Christ Collins, Staff Assistant

Chairman GOODLING. Good morning. Several weeks ago I said to the staff we hear so much bad-mouthing about public education that I'd like to have a hearing where we let the public know the good things that are happening in public education. Thus today we're trying to get this message out.

We'll hear about some of the good things that are happening in public schools. As I have indicated, we often hear what doesn't work, yet I do believe most families are well-intentioned in raising questions about the quality of their public schools. They both desire and deserve the best for their children.

Since taking over the helm of the committee, I've consistently stressed two over-arching themes when it comes to education: quality results and local control. In my view, these are the *two* most important elements needed to renew educational opportunity in this country.

As we've seen in some schools across America, quality results can only be achieved when there is strong local commitment, high academic expectations and committed parental involvement. As a parent, former superintendent, principal and teacher, I recognize the significance of: strong local commitment, high academic expectations and committed parents.

First, strong local commitment is a key ingredient to successful schools. Today, we'll hear how one company, the IBM Corporation has committed itself to helping reform and improve several school

districts around the country. Where businesses interact and develop partnerships with the schools. Everyone profits, students, teachers and businesses, however, it's not only businesses, but it's also the local people, citizens who volunteer to mentor, tutor and help with other school activities.

Second, high academic expectations are essential. Just as successful businesses consist of workers committed to meeting their bottom line, the best public schools consist of administrators and teachers personally committed to achieving superior academic results. Today, we'll hear what some teachers, State and local administrators are doing to achieve high academic results.

Third, committed parents add a lot to a good quality school. Where parents freely interact with teachers, principals and superintendents, everyone profits. I'm pleased that one of the schools we'll hear about today has a requirement for parents to agree to read to their child and to volunteer in the schools each week. I might also add that the Even Start Program which helps prepare young children to succeed in school. It assists parents with low literacy skills and is built around the concept of parents being committed partners in their child's education.

Finally, good things happen in public education where there is innovation which occurs when parents, teachers and local businesses are given authority to make key decisions. They are thus set free from rigid and excessive regulations.

I now turn to the Ranking Member, Congressman Clay.

Mr. CLAY. Thank you, Mr. Chairman. The statement I am issuing is a joint statement between Congressmen Kildee, Williams and myself. First, we would like to commend you, Mr. Chairman, for taking a role in holding a hearing on some of the many successes in public education. This is a pleasant and welcomed reversal of tactics.

Throughout the first session of this Congress, many Members of the Majority acted as though it was open season on public education, promoting such radical proposals as a drastic reduction of the Federal role in education, or the eradication of public education all together. Such unwarranted attacks on our Nation's public schools have done a disservice to the legacy of bipartisan support for education in the Congress.

During the previous Congresses, this committee has considered and passed legislation designed to achieve systemic education reform to help children reach higher achievement levels. Enormous strides have been made despite the demographic, racial and economic diversity of our public school systems and the complexity of successfully teaching children in today's society.

With Federal assistance, many States now carry out comprehensive reform aimed at all components of public education. Curricular assessments and teacher training are being aligned with goals and standards. System-wide reforms hold out great promise that all public school students will benefit as entire systems are reformed.

Mr. Chairman, examples of success stories in public education deserve to be showcased and if successes can be replicated broadly, the Federal Government should work with State and local education agencies to do so. There is no reason for us to create incentives for families to abandon our public schools. The diverse needs

of our students cannot be addressed by isolated alternatives such as taxpayer funded private school choice programs. Our focus should be on working with States and localities to rejuvenate public schools instead of depriving them of vital resources.

Mr. Chairman, this hearing is indeed quite timely. A recent CNN–USA Today poll found that a vast majority of Americans rate the quality of public education as a primary concern. Not crime, the economy, the balanced budget, welfare or the availability of health coverage. The quality of education available to their children in their local public schools concerns parents the most and while this committee today addresses the issues of what works in public education, other questions confront school administrators and parents. Questions such as how many teachers will their school district have to lay off? How many students will lose the opportunity to improve their basic education (i.e. in math and reading) because of cuts in Title I? Will their community have to abandon safe and drug-free school programs due to a loss of Federal funds? Is the national government relinquishing its historic partnership with State and local efforts to improve student achievement?

In conclusion, Mr. Chairman, we commend you for convening the hearing that applauds a few of the many successful things taking place in our Nation's public schools.

Thank you.

Chairman GOODLING. I would ask the first panel to come around the table as I call your name. Mr. Atchinson is a parent and former high school dropout who enrolled in an Even Start Program along with his daughter and went on to obtain a GED. He graduated from a two-year college in 1994 and maintained a consistent A average. He is now enrolled in Siena College and is expected to graduate in May. He attributes his new start in life to the West Sand Lake Even Start Program. I might add that I believe his wife and three children journeyed with him and had a mostly all-night ride to get here. Have a seat there.

Mary Brown of Oklahoma City is an Even Start Program Supervisor in the Oklahoma Public Schools and will talk about the positive impact of the program in her community. A family must include an adult who is eligible for adult education programs under the Adult Education Act and who is a parent of a child who is less than 8 years of age and who lives in a Chapter 1 elementary school attendance area in order to participate. The Even Start Programs help children to enter school on a level equal to their more advantaged peers.

Lynn Cherkasky–Davis, Chicago, Illinois, is a teacher facilitator at The Foundation School located on Chicago's South Side, which serves a large population of low income students and Africa-American families. The Foundation is a public elementary school within a school which conditions admissions to the school upon parental consent. Parents contract to read nightly to their children, visit the school and serve the school in some volunteer capacity for three hours per week. Teachers operate the school, keep control of the school's budget, curriculum and staffing. The Foundation School shall be replicated in the near future.

Dr. Hamid Ebrahimi, Dallas, Texas, is the Executive Director of Project SEED, Special Elementary Education for the Disadvan-

taged, a program developed in the 1960s to teach algebra and advanced math to students considered at risk. Project SEED is utilized in several cities around the country, including Dallas, Philadelphia, Detroit, Oakland and Berkeley. Project SEED is funded by a private, nonprofit company which uses the Socratic method and other techniques to teach difficult math concepts.

Dr. Sam Stringfield, Baltimore, Maryland, Barclay/Calvert public/private school partnership, researcher, Johns Hopkins University. As a researcher he has conducted a longitudinal evaluation of the highly successful public/private partnership between the Barclay public elementary school, and the Calvert private elementary school. Eighty-two percent of Barclay students receive free lunch compared to the State average of 26 percent.

The partnership facilitated the introduction of the private school's curriculum and instructional program into the public school. As a result, student achievement scores have increased. The scores were measured by both a comprehensive and basic skills test, the Calvert administered Education Records Bureau. Second, the partnership has resulted in increased student attendance. Third, the referrals to Chapter 1, in special education, have dropped by more than a half. Fourth, referrals to the district's gifted and talented educational program have consequently risen.

That is Panel 1. Do we have all of those members?

At this time we will begin with Christopher Atchinson.

I'm sorry, if you'll summarize your testimony and nobody bites up here, so relax.

STATEMENT OF CHRISTOPHER ATCHINSON, EVEN START PARENT, WEST SAND LAKE, NEW YORK

Mr. ATCHINSON. Thank you very much. It's my pleasure to be here. I appreciate the invitation and I'd like to start by going back in time, if we could. I know today's meeting is to success what works in public education. I think in order to do that I have to tell you what didn't work in public education.

Many years ago, I experienced a number of problems at home. Those problems were translated into problems at school. In those days, the school system took me and put me in a special education class where literally nothing was expected of me and I fulfilled those expectations perfectly. When I wound up in high school, I crowned my achievements by dropping out. I was more concerned with where I would take a shower, what I would eat, where I was going to sleep that night, having left home at 15, than I was with English or Math or Reading or anything like that.

Not having an education is very difficult. I can recall very clearly standing one June watching as my fellow classmates marched down and picked up a diploma and walked off to college or career. I had no diploma. I had no college and I had no career. Years later, the principal of the elementary school I attended came to me and he told me about a program called Even Start. He said it was a second chance, a chance to go back and redo things, closure, if you would. We sat down and we had a long talk about it because I was rather skeptical. I was fairly convinced that scholastically I was not going to add up.

My greatest concern was that my children would emulate me. I had very bright children and they're sitting back there. I'm not biased. They're beautiful and special. I didn't want them to stand on the sides and watch that either. I can't relay to you what it feels like to observe your friends pick up a diploma and go on and you don't. So as I said, my greatest fear was that they would do the same as I did.

Going into the Even Start Program we worked very hard on the GED material. We worked very hard on study habits. It involves the children. The children see you working. They see you striving. You want to get good grades. You do the best you can and it translates to them directly. They begin to emulate you. Children are little mirrors of their parents.

I completed the Even Start Program with a GED. And I decided to pursue college. I had always wanted to go to college and I never really thought I could, but at that point they had convinced me that nothing was impossible. I had gone from believing that nothing was possible to nothing was impossible.

I went on to the Junior College, as you've described, and I held a 4.0 average for three years. Now I had to go for three years because I had to take prerequisite programs, math, English, science, that I had not taken in high school. My high school career was a whopping 1.75 credits, one credit for Home Economics and three quarters for gym.

When I left that college with a 4.0 average, I was convinced that nothing could stop me. The Even Start Program helped put me in touch with the right people and I wound up with scholarships that took me to Siena College, a college that I could never have afforded and with my prior scholastic history I would never have gotten in even if I could have afforded it. That's where I am now and I'm maintaining my grade point average and I do anticipate graduating and I think I'm even going to go on from there.

But the return on the investment that was put in me goes far beyond me. If you look behind me at these kids, there's three of them. My eldest, Jessica, is the top in her school, the principal's list consistently. The one next to her is Jennifer. Jennifer is right on her heels. Jennifer is Jessica's main competitor and over here we have Jamie who will start next year. It's gotten to a point when the teachers see their last name, they say "another Atchinson. Well, of course, you'll do well." I smile because many years ago they didn't say that.

So when we talk about Even Start, we talk about investment and we talk about funding, the investment goes so far. You can't just measure it in terms of today's dollars. The return isn't done. These girls are going to grow up and have children too and the values that have been transmitted to me that I've transmitted to them will be transmitted to their children and to their children.

So when we sit down we start saying we have to balance a budget, we have to cut funding. You have to measure a return on the investment and you can't measure this because you don't have enough time. The generations aren't even born yet that are going to yield on what you've done.

When I submitted my written testimony, there was a little story I put at the end and I'd like to read that now because I think it

summarizes extremely well what Even Start has meant to me and people just like you have meant to ours lives. Some of you have probably heard it before. The first time I heard it was the other day when I was speaking to a teacher in the hallway of Jamie's Even Start school and she took me by the arm and she said, "Chris, remember that the greatest investment we make here is love." And then she said, "Wait." She got me this little story and she gave it to me and she said "Now what do you think of that?"

"Once upon a time there was a poet named Rilke who observed a woman moving oddly along an ocean shore. At first, he thought she was dancing, but as he moved closer he saw that the woman was throwing starfish back into the sea. 'What are you doing?' he said? The dancing woman replied, 'The tide is low, and unless I put these starfish back into the water they are going to die.' 'There are millions of miles of beach and thousands of starfish. You can't possibly make a difference.' With that, the dancing woman leans forward and picks up another starfish and she throws it into the ocean. 'It makes a difference for that one,' is what she says." I think that summarizes Even Start very well. It made a difference for this one and it made a difference for those.

Thank you.

Chairman GOODLING. Would you introduce your family?

Mr. ATCHINSON. I'd love to.

Chairman GOODLING. Since they had such a long trip to get here.

Mr. ATCHISON. My oldest daughter, Jessica. Stand up. This is Jen. Jen was one of the first kids in the Even Start Program in our school district. This is my beautiful wife, Lisa, and I'd like to add that not only did I go on to college, but we sat down and realized one can't move on and the other stay back. Lisa has gone on to college as well. You should know that she will graduate with her nursing degree. So when I speak about a return on investment, we really must look at the big picture. And there's Jamie. Jamie is a current Even Start child and Jamie will start kindergarten in the fall.

Chairman GOODLING. Thank you.

[The prepared statement of Mr. Atchinson follows:]

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STATEMENT OF
CHRISTOPHER ATCHINSON

Christopher L. Atchinson
PO Box 40
West Sand Lake NY 12196

William F. Goodling
Committee On Economic And Educational Opportunities
US House Of Representatives
2181 Rayburn House Office Building
Washington DC 20515-6100

Dear Mr. Goodling,

I am in receipt of your letter dated January 23, 1995. I most heartily accept your invitation to appear and look forward to testifying about what I see as a most extraordinarily successful program here in my community. The APARK or Even Start program has been one of the most influential and rewarding programs that it has ever been my experience to be involved with. It is with great pleasure that I will appear before your committee and testify as to its' merits.

I understand that you have already had the opportunity to read my letter, which I previously submitted to Even Start when they sought a grant for the continued funding of our local program. The only problem with that letter was all that I left unsaid. In coming before you now I anticipate having the privilege of thanking yourself and others like you who stood behind the people who stood behind me. If there is one overriding theme that the Even Start program has taught me it is that with help and support all things are made possible.

What continually surprises me as I travel the road I started down, going on four years ago, is how many people there are that are left unseen, unheard and unfortunately unthanked. People like yourself and your staff. Were it not for the efforts of so many unknown benefactors I certainly would not have experienced the thrilling successes I have. I have learned, or perhaps continue to learn, the most valuable lesson of all, behind every success, behind every achievement, stands those who have lent there support and encouragement, to say nothing of their love. This is a lesson I am now busy transmitting to my young children, children who strive in school to achieve the highest possible

standards, children who seem to truly desire to do what's right and be their best. It is in these children of mine that you can see the true success of the APARK Even Start program. When I attend parent teacher conferences and a teacher of one of my girls remarks at their efforts and inquires where such motivation, such drive to succeed comes from, I just smile. You see as I mentioned before, I don't know all the names of those who stood behind us, an incredibly long chain of interlocking support, and somehow it seems unfair to omit even one, for sure. Like a chain is worthless without its smallest link, so would my answer to these inquires be should I overlook the least of those who have brought us to where we are today.

You ask me to emphasis high academic expectations, and parental involvement? If there is one thing that Even Start starkly highlights it is just how important parental involvement is when it comes to high academic expectations. Not only was a great deal expected from me as I began my academic pursuits but I was shown how to expect the same from my children. Just as great accolades and praise were bestowed my accomplishments I was shown how much that could mean to my children. You see this program, APARK or Even Start, is not just about me, nor is it just about my children, it is instead about all of us together, myself, my children, even you there in Washington. Never have I so seen an example of how together we can accomplish anything. Yes Even Start academic expectations are set high, high enough that I had to leap my highest to reach them, only to see them then raised a little further. As you achieve one goal you learn to set then strive for the next. Like a weight lifter in training I struggle with the load my trainers give me, trusting that they won't give me more than they know I can handle. Just like the weight lifter who has achieved he trainers goal, only to see them add one more pound to the bar, I have seen the level of expectations rise with my success. BUT unlike the weight lifter, I know no bounds. I am filled with strength, unlike the body, the spirit has no limits. I fully believe that with their, and may I add your, encouragement and support I will one day lift the world. In the chain I mentioned earlier, I have become a link, my wife has become a link and now my children have become links as well. A chain of expectation and support that now spans generations, with no end in sight.

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I have learned from my experience that just as I strive so will my children. I have learned that just as I care about their efforts and accomplishments as individuals, so shall they care themselves. Even Start has demonstrated repeatedly how often children become mirrors of those adults around them, particularly their parents. This revelation did not come over night, it is rather the result of many hours of thought and effort. When we seek to examine classroom innovation it is in this area that the merits of Even Start become obvious. Never before have I seen a program that sought to head off problem students by addressing a possible source, problem parents. Even Start not only does so but does it before the children even become students! It must be obvious to someone that people who themselves were less than stellar examples of academic achievement often have children who upon entering the schools seem to so emulate their parents in their actions an attitudes. Where else would a program like Even Start have come from? One of my greatest fears as a parent was that one day my children would grow up to be just like me. I know that may sound odd to successful individuals, but to someone like myself, who was always bemoaned as the poor fellow with such potential, it isn't at all. I wanted my children to be different than me. I wanted them to make use of their potential. The question was how, how do you break the cycle. A child doesn't understand the levels of success. A child could say, "look dad, you dropped out of school and your OK". I can't begin to relay how I feared hearing those words one day. Even start changed all that. You want to discuss innovation? Even start showed me, yes me the poor fellow with such potential, that never, never does come. MY delusion was that I'd never amount to anything myself and that it was only my children I could hope for. Boy was I wrong! It was through my own personal success, my own personal efforts, that I could most help my children. Even Start stood me on my feet much like a parent stands an infant, and like a parent they said "walk", and low and behold I walked. Like a parent who catches the toddler before they fall to the floor, Even Start caught me, always encouraging always there. Today like the growing infant I no longer walk, no now I am learning to run! Today I no longer fear my children will turn out to be just like me, rather, I sincerely hope they will. For that I have everyone in that chain of support to thank, and I most heartily do so now. Innovation indeed! My grade point average was 4.0 when I left Hudson Valley Community College, imagine me a 4.0 grade point average! What's more I fully expect

that when I leave Siena College with my Bachelors Degree that my grades will again be as high as everyone behind me expects them to be, but my grades are only part of the picture. Two of my daughters are on their schools principals list, the highest scholastic honor they could achieve. My middle daughter related a story to me recently in which she described how one of her teachers upon hearing her last name remarked, "another Atchinson, oh well then its' no wonder you do so well". You see? My children are becoming little mirrors of their parents, they work as hard as we do. They expect as much of themselves as they see us expecting from ourselves. It is in this miracle that the rewards of this truly innovative program are most evident.

The last item I'd like to address is that of public school administration. I consider myself quite lucky to have been involved with so many wonderful administrators from the very top, down. Programs like APARK, Even Start can't succeed if those who manage them don't believe in them. I've been fortunate that in my personal case and that of my community we have had two of the strongest, ablest administrators imaginable. Lynnette Pannucci and Dr. Larry Schrader have gone way beyond the realm of normal effort. Their commitment and input have brought people like myself and others from the brink of hopelessness to the brink of ... well everything we could possibly have hoped for. I have seen that administration is more than taking money, buying books, providing a room. Administration is a great deal like parenting, it takes love and long term commitment. Like a parent they must expect the occasional falls and letdowns, and like a parent they can never let their own personal disappointment show. I think to carry the parental comparison a bit further, these particular administrators have shown that sometimes the parent must forego their own desires and wishes, for the goals and desires and benefit of the child. On public school administration I can say very little more than that, however I strongly encourage anyone with further questions to inquire of either of the two individuals I've mentioned. If your looking for advice on how to bring the benefits this program has brought to us, to more people, in other places, or on how to make existing programs run smoother or accomplish what we have here, it is only appropriate that I leave you to those who I have learned to believe in.

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In closing I would like to share a little story with you, a story that illustrates so well what is being accomplished here. Once upon a time, a poet named Rilke observed a woman moving oddly along an ocean shore. At first, Rilke thought she was dancing, but as he moved closer, he saw the woman was throwing starfish back into the sea. "What are you doing?" the poet asked. The dancing woman replied, "The tide is low, and unless I put these starfish back into the water they will die." "There are millions of miles of beach and thousands of starfish," Rilke said. "You can't possibly make a difference." With that, the dancing woman leaned forward, picked up another starfish and threw it into the ocean. "It makes a difference for *that* one," she said.

I am like that starfish and you all are like that woman in the story. I am here to tell you all, ***it really did make a difference!***

With Heartfelt Thanks,

Christopher L. Atchinson (And Family!)

APARK Even Start Program
West Sand Lake Elementary School
West Sand Lake NY 12196

Christopher L. Atchinson
P.O. Box 40
West Sand Lake NY 12196

To Whom It May Concern,

On January 31, 1995 at the West Sand Lake Elementary School an open meeting was held for the purpose of receiving input from community members and past as well as present participants in the APARK program. Those in attendance that evening were discussing the continuation of the program and describing the impact it has had on their respective lives. It was with great regret that I made the decision not to attend.

It wasn't that I didn't want to be there but rather I had other pressing demands of my time and was forced to make a difficult choice. I had to study that night for an exam in Technical Mathematics, a class that is part of the curriculum I must complete in order to achieve my Bachelors Degree from Siena College. I have managed to maintain a straight A average with a GPA of 4.0 through three years of study. I wasn't always so successful in scholastic pursuits but "graduating" from APARK was like getting a new lease on life, so on that Tuesday night when all my heart wanted to be with my peers in the library helping plan the future of this wonderful program, my mind counseled otherwise. In maintaining the grades in college that I do, I feel I'm properly representing those in the Even Start program who stood so steadfastly behind me. With much regret I stayed at home to study and the following day received the highest grade in the class, 95%, on a very tough exam.

I have concluded that not being in attendance is one thing but being silent is quite another. I want everyone to know what the Even Start program and APARK have meant to me and my entire family and as a result I've decided to write this letter. If I had one request it would be to know who was going to read this so I could direct myself more forcefully, bang my hand on the desk, raise my voice above the din, generally speaking I want to leave no doubts in the mind of my audience as to my feelings on the subject. Since I can't anticipate who it is I'm addressing then I'm forced to speak in generalized tones. If your getting the idea that I feel strongly on the subject your quite right.

My educational background prior to my participation in Even Start was spotty to say the least. As a child, coming to school was an escape for me, my home life was very harsh

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and...abusive. When I got away and found myself among "normal people" I didn't know how to react, how to behave, or what was expected of me. I would literally explode, releasing all the pent up energy of youth. For most children this release is accomplished through accepted avenues like baseball or scouting, bike riding or camping, all the means a "regular" child has at their disposal I lacked. A result of this emotional confinement was an inability to fit in the environment presented to me at school.

In those days things were quite different then they are now. There was no child protective services to step in and help. Teachers were not trained to see the tell tale signs and report them, and society in general chose to look the other way rather than face on unpleasant truth. I was "diagnosed" as emotionally and mentally handicapped and placed in a special education class for students with learning difficulties.

It was not an appropriate placement. I was surrounded by mentally retarded children and working in programs designed for them. I could get away with anything. It was expected that I'd misbehave and it was also expected that I wouldn't complete scholastic assignments. I joyfully met all these expectations and then some. It was truly a wonderful world to be in from my childish perspective. It would be many years before I realized the cost that had yet to be paid.

It was after a few years of being in these "special" classes that I encountered a teacher who seemed to view me a little differently. She questioned whether I really belonged in these classes and programs and slowly began the process of reintegrating me in regular school classes. I remember her quite well because she was among the first adults I encountered who believed in me, and more importantly she was among the first to question where the problems I displayed had their true origin. She was remarkable, a woman ahead of her time.

The reintegration was completed and I was eventually placed back in regular classes. Unfortunately after experiencing unlimited freedom and zero scholastic expectation I found it hard to succeed in the new environment. Homelife hadn't changed any and in no time I found myself listed among the "trouble makers". This was a label I carried with me through the years I stayed in school. I never quite managed to fit in and eventually after three years of high school during which I earned an impressive one and three quarters credits I was finally expelled and entered the real world. The world of rent, grocery bills, power bills, etc. Where to take a shower became a major question in my daily life. I never seemed to know where I'd get my next meal from and often didn't know where I'd sleep on a given night.

In June of 1982 I stood on the sidelines and watched my

classmates walk down the aisle and accept their diplomas. I stood and watched as they moved on with their lives, never knowing that some of us had been left behind. It was then that I first began to realize the scope of my failure and the price tag of my choices.

I would go on to marry a wonderful woman named Lisa. She and I were "birds of a feather". Neither of us having completed school and neither of us having accomplished anything. Initially we went on welfare and were content to accept the hand out from the state. Fortunately the memory of my friends walking down that aisle never left me. I really wished to join them, but didn't have any idea how. It wasn't until years later when with children of my own facing school themselves that the answer came to me, APARK.

I had a daughter whose fiery spirit was so like mine that I worried that she might follow in my footsteps. I knew that the love she needed from home was available in unlimited amounts but still I worried. I feared that she too might one day stand on the sidelines and watch and my very soul cried out at the idea. In spite of my fears I didn't know what to say or what to do to help steer her clear of the minefields I so willingly had trod, until one day I spoke to Dr. Larry Schrader, a former elementary principal of mine.

Dr. Schrader knew something of my background and probably surmised some of my fears, he came to me and told me of a new and as yet untried program whereby persons without educations could [redacted] Equivalency Diploma. In addition this program would provide a scholastic atmosphere for the children of these adults, gently ushering them into the environment that would play such a major role in their lives. I was shown how by striving myself to complete what I'd left undone so many years ago, I could, not only show my child the error of my previous ways, but could also show them how important school really is. I could by my own example teach them values I had somehow never learned myself. We could do this together!

To say I leaped at the chance would be an understatement. I resolved that nothing would prevent my success this time. I could no longer blame anyone or anything else but myself. There were times when our car was broken down and we rode a bicycle to the school, peduling more than five miles each way, determined that we would not let anything stop us.

I say us, because I truly felt a part of a team. Perhaps [redacted] myself, the teachers, the administration, [redacted] together. [redacted] was considered [redacted] possessed [redacted] instilled with a drive to achieve. I don't know which pleased

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me more, my success or hers. I'm not sure it really matters. What is important is that we had both, achieved.

Its been three years since then and today my daughter is considered to be among the tops in her grade, consistently earning high marks for effort, while I have continued the momentum built in those early days, by enrolling in college. While my daughter is named to the honor Roll, I'm named to the Presidents list. While she posts B's, I earn A's. We still march on as teammates, each encouraging the other, each supporting the efforts of the other and each cheering the others success, that may be the greatest legacy of the Even Start program in our lives.

The amazing part of this whole story is that the benefits didn't stop at my door. All around me, friends and relatives who have observed the changes going on in our home have emulated our efforts. Like a ripple spreading across a pond, a ripple caused by the fall of one small pebble, many, many others have joined the team. On more than one occasion I've bellowed a hearty hello to an old classmate or friend across the campus common, friends and classmates who today are pushing ahead because of my success, friends and classmates who now share in my families hope for a new future because of the pebble I call APARK.

I sit in class with a grin on my face wondering what the folks down at West Sand Lake Elementary would think if they knew the magnitude of their results. The most amazing part of all is that I'm just one of many participants, each with his or her own story to tell, it is truly a case of the sum of the parts far exceeding the value of the individual members. If my life and the impact of APARK is any indicator then the net results are staggering.

I will graduate from college, an occurrence which only a short time ago would have been impossible, but far, far, more important, one day in the future, I will again stand on the sidelines and watch, but this time I'll watch my precious little girl walk down the aisle <u>with</u> her classmates and hold out her hand to accept a diploma, and as she walks, in my heart I'll walk with her.

Continuing this program in my community goes beyond important, it is downright essential. For every one person who has participated there are dozens more who don't even realize the hope that awaits. All of the successes we have achieved, though mighty to behold, pale in comparison to the successes yet to be. It really is a case of, "if it aint broke don't fix it." Thank you APARK !!!!

Sincerely,

Christopher Atchinson

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Chairman GOODLING. Ms. Brown?

STATEMENT OF MARY S. BROWN

Ms. BROWN. It is a privilege, Mr. Atchinson, as an Even Start Supervisor to sit next to you and hear this and I wish that you as a committee could hear the thousands and thousands of other stories that are very similar to this, that if given the chance, many Even Start former students and present students would give.

And now for my testimony. I'm happy to have the opportunity to give testimony to this committee concerning Even Start, a family literacy program that really works. It not only addresses critical family and literacy issues in powerful innovative ways, it also impacts problem areas of jobs, health, child abuse, drug abuse and cultural differences and it does it in a holistic, effective manner. Through participation and quality Even Start programs, at-risk families are empowered to take control of their lives and reverse the cycle of under-education and the resulting poverty. Even Start propels the total family into self-sufficiency and certainly the Atchinson family is a wonderful illustration of that statement.

Even Start is not the fragmented approach of the sixties and seventies when working just with children or just with adults did not prove to be as effective as hoped. Even Start addresses problems through the basic institution of society, the family. It does not fragment family. It does not fragment services to families. Rather, it brings families and individual family members together for academic and life skill instruction and parenting education. Through collaborations with existing local organizations, both public and private, it maximizes every Federal dollar invested in it. In Oklahoma City, Even Start has meaningful collaborations with at least 12 local community agencies, educational institutions and private businesses.

Even Start's intergenerational intervention offers concurrent adult and early childhood education. This not only eliminates the problem of child care, it upgrades child care to quality early childhood education. The traditional yellow school bus is the predominant mode of transportation for parents and children to come to Even Start together, thus solving the transportation problem that plagues many at-risk families. The location of many programs in public schools builds bridges between families and local school administrations.

The complex problems that American families face today are extremely interrelated. Family literacy programs such as Even Start are comprehensive and all program elements are integrated. Therefore, they are extremely effective in meeting the wide spectrum of family needs. To intervene with a whole family as Even Start does is to touch all issues that confront families.

Parental involvement in education is not just a goal in Even Start programs. It is a prerequisite. It is a matter of practice. Parent and child must participate together. Parents are equipped to become effective first teachers of their children during the preschool years so that children enter formal school ready to learn. Homes become print rich environments. Parents become educational role models who are actively involved in the education of their children.

As parents and children work together toward educational goals, other related societal problems naturally emerge and must become part of the total solution.

Even Start addresses the issue of jobs or work place literacy by teaching language skills, academic skills and job readiness skills that enable parents to obtain professional jobs or continue their education. Curriculum is designed to meet the learning needs of students and many nontraditional methods are used to achieve academic excellence.

Even Start addresses health care issues by incorporating into the curriculum innovative life related instruction that raises literacy skills to a level where parents can comprehend medical instructions and understand information about such things as the necessity for childhood immunizations. Through local collaborations, Even Start families in Oklahoma City have on-site health care services and free medicine available to them one day a week.

Even Start addresses the child abuse issue by providing discussion and support groups that help parents deal with stress. Child care is provided during field trips and evening activities so that parents have time to themselves. Instruction in early childhood education provides parents with strategies they need to interact appropriately with their children.

The interrelatedness of solutions as well as issues becomes apparent as one examines multi-faceted family literacy programs. Many things already mentioned as results of Even Start participation have positive effects on the problem of drug abuse. However, the most significant way that Even Start addresses this issue is through elevated self esteem which is one of the most effective weapons against drug involvement.

Even Start positively addresses cultural issues. The programs works with any ethnic group or second language population. More importantly, ethnic groups are brought together in a beautiful way at Even Start. At the program in Oklahoma City, Native Americans, European Americans, African Americans, Latino Americans and Asian Americans learn and work harmoniously together. Indeed, there is a wonderful feeling of family.

Can one program do all this? The answer is an emphatic yes. The Oklahoma City Even Start has passed the rigorous scrutiny of the Program Effectiveness Panel of the U.S. Department of Education and has been validated as an exemplary program of the National Diffusion Network. The results I present to you have been documented by professional evaluators.

But what about the cost? In the Oklahoma City Even Start it averages out to about $2,000 in Federal funds per person per year. A retired teacher who volunteers her time as a tutor at the Oklahoma City Even Start recently said "Even Start is the best use of my tax money that I have ever seen." She's a volunteer in our program. This economic efficiency is possible through the extensive collaborations, already mentioned, with existing services in local communities.

Another factor that further increases the economic efficiency of Even Start is the positive effect is has on family members who do not directly participate. Last Thursday, this article came across my desk: "Jackson Middle School Student, Christian Cabello, told us

he has a 3.2 grade point average and his favorite subject is math. He wants to become a lawyer when he grows up. He would like to attend Community College." This child never attended Even Start, but his mother did. She told me that when Christian first started going to school in America, he had problems and was even suspended. She said her example of going to school and what she learned about parenting at Even Start were very influential in Christian's current school success.

Even Start does work. Even Start has the potential to address the Nation's major problems through the all-important family unit. Families who participate in Even Start have a different view of life. No longer trapped by under-education, they seem themselves as lifelong learners on the road to full academic achievement and economic independence. In the words of one mother, "Even Start is like a window of light in a dark room, opening up to me all the possibilities of the world."

My challenge as an educator and family literacy practitioner to you as legislators is to take a very close look at Even Start. Families across the Nation urge you to intensely investigate the results in quality programs and continue to fund Even Start so that other at-risk families can succeed as they have.

I personally invite you to Even Start, to visit us at Even Start in the heartland in Oklahoma City. Thank you for your attention.

[The prepared statement of Ms. Brown follows:]

STATEMENT OF MARY S. BROWN

I am happy to have the opportunity to give testimony to this committee concerning Even Start—a family literacy program that really works. It not only addresses critical family and literacy issues in powerful, innovative ways; it also impacts problem areas of jobs, health, child abuse, drug abuse and cultural differences in a holistic, effective manner. Through participation in quality Even Start programs, at-risk families are empowered to take control of their lives and reverse the cycle of undereducation and the resulting poverty. Even Start propels the total family into self-sufficiency.

Even Start is not the fragmented approach of the sixties and seventies when working just with children or just with adults did not prove to be as effective as hoped. Even Start addresses problems through the basic institution of society—the family. It does not fragment family. It does not fragment services to families. Rather, it brings families and individual family members together for academic and life skill instruction and parenting education. Through collaborations with existing focal organizations, both public and private, it maximizes every Federal dollar invested in it. In Oklahoma City, Even Start has meaningful collaborations with at least twelve local community agencies, educational institutions and private businesses.

Even Start's intergenerational intervention offers concurrent adult and early childhood education. This not only eliminates the problem of child care; it upgrades child care to quality early childhood education. The traditional yellow school bus is the predominant mode of transportation for parents and children to attend Even Start programs together, thus solving the transportation problem that generally plagues at-risk families. The location of many programs in public schools builds bridges between families and local school administration's.

The complex problems that American families face today are extremely interrelated. Family literacy programs are comprehensive and all program elements are integrated; therefore, they are extremely effective in meeting the wide spectrum of family needs. To intervene with a whole family as Even Start does is to touch all issues that confront families.

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"Can one program really do all this?" The answer is an emphatic YES.The Oklahoma City Even Start has passed the rigorous scrutiny of the Program Effectiveness Panel of the U.S. Department of Education and has been validated as an exemplary program of the National Diffusion Network. The results I have presented to you have been documented by professional evaluators.

But what about the cost? In the Oklahoma City Even Start it averages out to about $2,000 in Federal funds per person per year. A retired teacher who volunteers her time as a tutor at The Oklahoma City Even Start recently said to a group of educators, "Even Start is the best use of my tax money that I have ever seen." This economic efficiency is possible through extensive collaborations with already existing services in local communities.

Another factor that further increases the economic efficiency of Even Start is the positive effect it has on family members who do not directly participate. Last Thursday a Lions Club newsletter came across my desk with the following article.

"Jackson Middle School student, Christian Cabello, told us he has a 3.2 grade point average and his favorite subject is math. He wants to become a lawyer when he grows up. He would like to attend Community College." This child never attended Even Start, but his mother did! She told me that when Christian first started going to school in America, he had problems and was even suspended. She said her example of going to school and what she learned about parenting at Even Start were very influential in Christian's current school success.

Even Start does work! Even Start has the potential to address the Nation's major problems through the all-important family unit. Families who participate in Even Start have a different view of life. No longer trapped by undereducation, they see themselves as life-long learners on the road to full academic achievement and economic independence. In the words of one mother, "Even Start is like a window of light in a dark room, opening up to me all the possibilities of the world."

My challenge as an educator and family literacy practitioner to you as legislators is to take a very close look at Even Start. Families across the Nation urge you to intensely investigate the results in quality programs and continue to fund Even Start so that other at-risk families can succeed as they have.

I personally invite you to Even Start in the Heartland in Oklahoma City. Thank you for your attention.

Chairman GOODLING. Ms. Cherkasky–Davis?

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STATEMENT OF LYNN CHERKASKY-DAVIS

Ms. CHERKASKY-DAVIS. It's indeed a privilege to give testimony before this committee, representing not only my school, The Foundation School, but the 426,000 other students that reside in Chicago and attend public schools. We started our small school four years ago, a school that was a radical change from any other in Chicago and one in which families wanted to become a part. We take advantage of the unique opportunity of living in Chicago, a city which offers a diverse wealth of cultural, social and economic resources around which we structure our school, the first teacher and designed-led school in Chicago.

Because of our documented successes in achievement of high academic standards, the community and parent involvement and rigorous assessment, we have become a professional development school and a national, State and city model for other small schools in teacher led schools to replicate. Unfortunately, I have no time today to go into our professional development model, but we have become, in effect, a teaching hospital for teachers, parents and students in Chicago.

We are student driven, teacher based school that serves 200 urban, multi-ethnic and mixed socioeconomic families. We're currently located in a high crime and poverty neighborhood in Chicago, yet 95 percent of our students which are normal, average children are bussed from higher SES communities which goes to show that if you build it, they will come.

We have children that come from housing projects, drive up in Jaguars or sit on buses for over an hour. Programs in curricula are developed around child-centered and design topics in partnership with staff from museums and cultural institutions around the city.

There are six points which I'm going to quickly summarize today which are the most important to our school and the success of higher achievement, that is, size, multi-age groupings, community involvement, family involvement, peer evaluation and standards driven performance based assessment.

Current research on Chicago school reform indicates that small schools are most conducive to increased collaboration among staff, students and community and to the creation of a vested community of learners. Our school is designed to remain small.

Our definition of a small school in Chicago consists of the following: schools with less than 350 students or 500 for high school, a cohesive self-selected faculty, substantial autonomy which differentiates it from a program, even though it may be housed in a building with more than one school, a curricular-focused philosophy that provides a continuous educational experience over time and student choice, with inclusive admissions. That would support the view that small schools more effectively address the needs of urban students than their large scale counterparts as it relates to higher expectations and student achievement, reduced drop out rate, less destruction of property, lower truancy, higher graduation rates, feelings of ownership and community, more family involvement and personalized intimate learning, interactive learning environments where the intellectual growth of students and teachers is valued. Therefore, we are structured to remain small.

We also believe that our class groupings must remain small. We accomplish this by using Federal, State and grant funds to subsidize Board Union guidelines for personnel allotments. These funds for us, however, are usually small because of our size. We have no out of the classroom personnel and all adults teach children further reducing our adult-student ratio. Next year we will be moving into a new concept in Chicago called the multiplex which is one facility that is designed to house several autonomous small schools, teacher led and designed, multi-age groupings.

Our students attend classes in nongraded, multi-aged settings which furthers the belief that we're a community of variance, not of sameness. Multi-aged flexible groupings are based on students' interests and needs as is the cross aged tutoring we provide. Nongrading recognizes that children learn at different rates and in different ways and allows them to progress as individuals rather than classes. All teachers assume responsibility for groups of learners through cooperative planning, instruction, grouping and regrouping and student evaluation. Multi-age grading provides every child a maximum opportunity to make significant academic and psycho-social progress during the school year, free of the fear of nonpromotion and empowered to make many meaningful connections with the full spectrum of other learners of several adjoining ages in a heterogeneous context.

Our students work closely together toward mutual goals and one against one patterns of competition reflected in traditional report cards are deliberately minimized. This arrangement eliminates failure and retention by allowing children to move through the curriculum at their own rate. Classes are kept together for several years. This promotes learners of different strengths working and in effect, living together, with continuous progress in learning so that students achieve their maximum potential in the appropriate amount of time and at the right time and a feeling of family membership within the learning community.

Community involvement. Our school is to be a community center of learning. Classes are integrated into the cultural, business and civic life of the community. Volunteers from community organizations work with students and children engaged in community service activities which develop civic, personnel and academic responsibility. Flexible scheduling and individual student programming allows student to move among teachers, community sites and resources. Community mentors play a vital role in supporting students' learning activities. Partnerships with local career mentors also facilitate student learning.

Interactive family involvement is another key component to the Foundation School curriculum, and the one which you spoke of, Chairman Goodling. We are a school of choice for families who believe in constructivist classrooms and active participation in their child's education and for teachers with the same philosophy who have chosen to come together. Our enrollment is inclusive, however. Our children have many differing abilities and special needs. Parents or guardians and students must spend a day in the school before we allow them to even apply for enrollment in Foundations. They meet with teachers, students and current parents and spend time in classrooms. They must know exactly who and what we are

in order to make a commitment for the child's education. They are then put in a lottery pool for available openings. Teachers designed a parent-teacher agreement four years ago. This past year the parents themselves revised it, thinking the current one did not have enough bite to it for parents. Parents may not enroll without a Chicago public library card, for them and their child, which we will help them attain. They must also read a bedtime story to their child every single night whether their child is 5 or 13 years old. We have a whole program for parents who are nonreaders, so they can comply with that as well, and they through this become readers. These stories, the bedtime stories are then incorporated into family literature circles, a daily study in our school. Our parents also agree to volunteer to the school three hours a week or the equivalent of one day every other week. We have a whole menu for working parents or other parents who may choose to do something other than volunteer in the school and create their own participation plan. Our parents themselves monitor this activity. They participate in meetings, professional development, run a publishing center and are conflict resolution facilitator.

We've also designed our own assessment system which reflects standards driven teaching practices and individual learning modes. Our system has met with success as being replicated at several other Chicago public school sites.

We evaluate both teacher and students through performance-based assessment including portfolio, peer and self-evaluation, narrative, anecdotal records, prototype instruction assessment units which we wrote and publish, running reading records, checklists, task rubrics and objective measures. We have inter-rater reliability for our portfolio assessment so that it can be quantified and aligned to city, State and national professional organizations' content standards. Our students develop Collection portfolios and defend their Showcase portfolios to a panel of judges twice a year. In the interim, parents are involved in two portfolio conferences and the portfolio follows the child from age 5 to age 13 when they leave our school.

Our assessment practices have been designed to evaluate mastery of standards in "real-life tasks" versus traditional test form. This authentic assessment is an integral part of instruction and not separate from it. Meaningful assessment asks the children to demonstrate, produce, reflect, exhibit, and self-evaluate, not just put pencil to paper, and to color in small circles. By using performance assessment, we show what our students know and are able to do in a natural learning environment, rather than in an artificial testing situation. We also focus on the process of learning, not just a product. Assessment and evaluation must be student-centered, tied directly to the school's curricular decisions, consistent with the District's content standards and appropriate with what we know about how children learn. The assessment at our school is comprehensive and includes performance assessment, work samples collected over time, portfolio collection and evaluation. During our professional preparation times, we visit each other in our teaching situations, not only to learn from each other as professionals, but also to evaluate, coach, mentor and remediate, if necessary, fellow teachers as professionals. We set up a rotation schedule so that in

one semester's time, I have visited each of my colleagues at least once to evaluate him or her, this being separate from the times I visit to learn from or work with another teacher. They have each also been to visit me once if they're in my benchmarked age cycle, the 5 to 9 year olds, or twice if they're in the opposite grade cycles of ages 10 to 13. We do this to assure that we have the highest calibre of professional teachers, as those who would be certified by the National Board for Professional Teaching Standards. In fact, we've had the unpleasant experience of dealing with a peer who went through peer evaluation, counseling, mentoring and remediation. At the end of a year's time we had to help find an alternative teaching position for our colleague. This was done very seriously and with most difficulty and she was a teacher with like philosophy and teaching styles and we had hired her.

In summation, the Foundation School vision is based on a simple assumption that genuine school reform can only through the renewal of school design and practice. If the primary purpose of schooling is to develop students who are able to acquire the kinds of knowledge that is valued by the community and to assure that students are able to create work that produces valued results, then the definition of school must be flexible enough to allow students and teachers and parents to express their knowledge, abilities and creativity.

This small school is a learning community that operates under the premise of collegial inquiry, interaction, invention and experiential concrete tasks. Our teachers are involved in activities that illuminate the processes of learning, a professional development school values the contribution of various teaching approaches which sustain on-going intensive modeling, coaching and collective problem-solving around specific issues on practice, in our school, all our teachers and all our learners.

[The prepared statement of Ms. Cherkasky–Davis follows:]

STATEMENT OF LYNN CHERKASKY–DAVIS

We started our Small School four years ago—a school that was a radical change from any other in Chicago, one in which families have wanted to become a part. We take advantage of the unique opportunity of living in Chicago, city which offers a diverse wealth of cultural, social, and economic resources around which we structure our school. The Foundations School has been a catalyst for transformation in education.

The staff and families of Foundations have a philosophy of education that is holistic. We have sought and received institutional support for this philosophy. The Chicago Board of Education has enabled us to create this restructuring imperative for optimal learning and teaching to occur. Because of the need for all staff and families to agree on and support a holistic philosophy and its concurrent educational practices we have designed a school based on approaches recommended by current educational research, professional organizations, and Chicago reform efforts. We have also wished to remain small throughout our existence. Current research on Chicago school reform indicates that small schools are most conducive to increased collaboration among staff, students, and community, and to the creation of a vested community of learners. Through endorsement and support from The Chicago Teacher's Union Quest Center, University of Illinois at Chicago's Small School Workshop, The National Board for Professional Teaching Standards, The Best Practice Network, Impact II, and various local and national school reform groups, The Foundations School has become an autonomous, Board designated, Small School—the first teacher designed and led school in Chicago. Because of our documented successes in achievement of high academic standards, community and parent involvement, and rigorous assessment we have become a Professional Development School and a national, state, and city model for other Small Schools and Teacher Led schools to rep-

licate. In fact, this September, we will be relocating to a new facility that will house several autonomous Small Schools, a "Multiplex" effort the Chicago Public School hopes will transform the face of large scale urban education.

Foundations is a student-driven, teacher-based school that serves urban multi-ethnic and mixed socioeconomic families. We are currently located in a high crime and poverty neighborhood in Chicago, yet 95 percent of our students (which are normal, average children) are bused from higher SES communities, which goes to show that "if you build it, they will come," Our children come from neighborhood housing projects, drive up in Jaguars, and sit on buses for over an hour. Programs and curricula are developed around child centered and designed topics, in partnership with staff from museums and cultural institutions around the city. During our first year of operations, four years ago, we served 120 students aged 5 to 10, in multi-aged, non-graded, ungraded classrooms, who were chosen through an open lottery. The school has increased by one age level each successive year. We now serve 178 children ages 5 to 13.

The Foundations School's vision is based on a simple assumption that genuine school reform can only come through the renewal of school design and practice. If the primary purpose of schooling is to develop students who are able to acquire the kinds of knowledge that is valued by the community and to assure that students are able to create work that produces valued results, then the definition of "school" must be flexible enough to allow students to express their knowledge, abilities, and creativity. This Small School is a learning community that operates under the premise of collegial inquiry, interaction, invention, and experiential concrete tasks. Teachers involved in activities that illuminate the processes of learning and the contribution of various teaching approaches sustain ongoing intensive modeling, coaching, and collective problem-solving around specific issues of practice. In our school, all are teachers and all are learners!

In order to succeed at the classroom level—which we know, in the end, is the, place that counts—teachers need to be at the center of educational reform, to own it. We, as professionals, believe our school prepares learners to meet the challenges of the 21st century. Therefore we have all become stakeholders in this venture.

CURRENT STATUS ANALYSIS

I will hit the high points of some of the things that have enabled us to meet and exceed our, and the public's, high expectations for student achievement. And, if I talk quickly enough, will go into depth about them in a moment. They are also all covered in written testimony and documentation which I have previously provided and some of which I have with me today.

Because we believe in constructivist, authentic classrooms we use primary sources and secondary sources only as resources. We also teach conflict resolution through the use of controversy as a strand running through each content area; interdisciplinary studies; cross age groupings aside from the multi-aged homeroom such as rotational math labs, guest authors, readers, and poets; the creation of a model city; and assessment indistinguishable from curriculum and instruction; technology as learning tool; real parent involvement; reduced class size through the use of state and union waivers; student advisories; peer evaluation (students); peer coaching, mentoring, and remediation (teachers); Study Buddies, Big Brothers and Sisters; field experiences; collaborative problem-based projects; and the arts, writing and literature infused into all curricular areas.

PROFESSIONAL DEVELOPMENT

We currently serve as a demonstration school, a model for other restructuring efforts, for initiating new teachers into the profession, for retraining and updating current teachers, and for working with university faculties to engage in continuous, classroom-based research about teaching and learning. We provide university/school links that build professor/teacher idea and expertise exchanges. Reciprocity between the school and universities provides a mutual exchange and benefit among research, theory and practice. This allows for scientific inquiry for our ideas to be carefully studied and validated and for unbiased monitoring of student and school goals and objectives.

As a Professional Development School model we provide a Professional Clinical Day (an education version of the "teaching hospital") once a week wherein professionals, administrators, prospective parents, community and university members, students, researchers, the media, researchers, bureaucrats, politicians, and people from many places throughout the world come to learn from our teaching and learning practices at Foundations. They experience mini-classes, school tours, students defending portfolios, parent involvement activities, classroom volunteering, and planning sessions for their personal use of practices they will be able to implement

at their sites, or for other purposes. We provide classes on various topics of Best Practice in education as well as in the pitfalls involved in developing a small, teacher-led school based on a philosophy, student tours, portfolio defenses, interviews with students, teachers, and parents, and time to volunteer in the classrooms. Our Professional Clinical Day with a focus on assessment as it mirrors instruction and on the Small School Movement.

We also spend our resources on attending professional development ourselves through a creative system of class rotations, a "floating teacher" (our version of permanent substitute coverage), time restructuring and banking, parent volunteers, university mentors, community and university tutors and seminar leaders. To date, the factory model of education reinforces teacher isolation, maintains ineffective teaching strategies wherein little professional growth occurs over the course of a school year or teaching career. There is little reflection and inquiry among teachers on how to collectively improve their performance and student achievement. Additionally, time distribution charts and 40 minute class periods have forced teachers to structure their work so that there is no time for working together collegially nor for peer evaluation and coaching. Our Professional Development School offers a model which breaks down time barriers and restructures school days.

We have professional relationships with many community and reform groups throughout the immediate community and the nation. *(CTU Quest, UIC Small Schools Workshop, Business and Professional Persons for the Public Interest, Small Schools Task Force, National Louis University, Center for City Schools, Best Practice Network, Illinois Writing Project, Facing History and Ourselves, The National Board for Professional Teaching Standards, Scholastic Publishing, Chicago Foundation for Education, Oppenheimer Family Foundation, Impact II National Teachers Network and their Teacher Leadership Project, NCTM, NAEYC, ASCD, the Progressive Educators Network and the Teachers Academy for Math and Science.)*

We believe that no significant or lasting gains are possible without the commitment of a well-informed, motivated and professional teaching force. Our school is run by design teams that include the entire faculty and parents. This profoundly changes professional relationships among adults in the school community. Each faculty member has a vested interest in being a part of the administration design team (we have no top down principal) and/or curriculum teams and is actively responsible for the running of our school. We have true shared leadership, right down to peer remediation, coaching, and evaluation. Community resources, foundations, universities, the teachers union Quest Center, Chicago Board of Education, and professional organizations aid us in concentrating our energies on making teaching a true profession. Each teacher serves as the project manager for a large piece of running a school. E.g.: I am the teacher director, public relations facilitator, union/board liaison, and budget expert. Another colleague is the manager of grant writing, class coverage, curriculum publication, and meeting agenda design; another manages assessment, interschool relations, personnel, etc. and so on. Each project manager, who is also a classroom teacher, seeks out the expertise of others on the faculty. We share our knowledge and work on our projects during a weekly business meeting. We garner the time to have this without children present because we bank time. The kids come to school 20 minutes earlier than the traditional schoolchildren in Chicago. We then let them go home early every other Wednesday so that we have joint planning and management time.

We continually seek to be guided by the expertise of others. We visit other sites to learn from the successes they have achieved and problems they have encountered in reforming and restructuring their schools. We also learn from each other by visiting each other's classrooms for exchanging ideas, modeling curriculum or techniques and for peer evaluation. We have done this by waiving a library "preparation period" to use the money to put an extra permanent floating teacher to cover the classroom of the teacher out for professional development or school business. Her relationship with the faculty, students, and families is the same as that of the permanent classroom teacher.

A large block of time is built into the school week for professional development. During our weekly after school meeting "Teacher Talk"—a support group out of which we designed our dream school several years ago—we my rethink curriculum, review student work, reflect upon classroom experience, share knowledge and teaching methods and link research and practice. In collaboration with community and university relationships we have created new roles which challenge current practices and create opportunities for professional advancement. The personal time expended for this is offset by the professional renewal and ability to actually "own" the school in which we teach.

A major focus of our staff development is to develop holistic assessment procedures which align with the Chicago Learning Outcomes (high and rigorous stand-

ards of what students should know and be able to do), and to review, compile and modify existing models for a unified package of evaluation techniques. This includes: portfolios, student self-assessment, student interviews of their understanding and monitoring of their own learning process, writing samples, math and/or science journals, running records of reading development, video assessment of end of term projects as well as other activities, parent surveys and teacher narratives. We have designed and implement a revised reporting system to share results of assessment with parents in a meaningful manner.

Recognizing that parent involvement is a vital component to our success, we have designed a parent development model that aids parents in becoming institutional volunteers—active and useful in the classroom. This program assists in team building among staff and parents, Therefore school resources are provided for parents to attend professional development activities alongside teachers. We believe they are the child's teacher.

An important way we seek to expand upon, share and dialogue about our knowledge concerning curriculum and teaching methods is through our professional resource center. This includes professional journals, books and curricular materials. Professional video tapes concerning curriculum, teaching strategies, assessment and video lessons presented by teachers in our school are available in our resource center. Through the establishment of state of the art technologies such as an electronic bulletin board and a computer network, connection to on-line services and the Interned, teachers are able to share information and engage in dialogue with one another and with their university partners. Information about workshops, courses, call-for-conference papers, student events and grant applications are available in the resource center and at staff meetings. Our resource center includes equipment for staff and student use for making classroom materials. Teachers and parents publish newsletters for the exchange of ideas and strategies and the restructuring process with other schools. We will be renting out our classroom this summer for the media who will be covering the Democratic convention. Their fee: leaving their wiring, satellite dishes, and hypermedia capabilities. They must also train teachers and students in the use of this equipment.

Professional development requires not only systematic training, updating our knowledge of the subjects and children we teach, developing new methods for our repertoire and extending our influence beyond our classrooms. University faculty, museum personnel, community mentors and parents are our colleagues in all of these endeavors. This coalition promotes a professional culture which supports effective teaching practices.

Implementing learning environments which support the collaborative efforts of students and teachers has dramatically changed our perception of teaching and learning. We now expect to see students in small work groups discussing and debating topics, using effective social skills, and—what is most important—we expect that they are understanding and enjoying the experience. However, many educators still believe that teachers as learners are vessels; they do not perceive, translate, or negotiate their own meanings. Therefore, staff development, for some, has been the presentation of a theory, learning a new skill, practice of that skill, and transferring that skill to the classroom. The Foundations School and its partners recognize the importance of collegiality. When teachers engage in joint planning, shared leadership, and reflective practice, like they expect of their students, they come to understand themselves. By working in this manner opportunities to improve the profession are also created.

Our school was developed to provide a range of opportunities for exchanging information and constructing understandings that are sustained over time, teacher driven, and responsive to real, urban teaching contexts, thereby, assisting professionals to elicit and share knowledge of their craft. Our school simultaneously restructures a school and a teacher education/internship model. It redefines teaching and learning and practice for all members of the profession and school community. Foundations School supports not only the learning of individual teachers in our building and district but it is also aimed at the redesign of university preparation of teachers, teacher leaders, and principals. It creates a setting in which novice teachers work with expert practitioners grounded in state-of-the-art practice. Additionally, veteran teachers can renew their professional abilities by working in hands-on environments with exemplary teachers teaching "regular" kids.

Multi-Age Groupings

Our students attend classes in non-graded, multi-age settings which furthers the belief that we are a community of variance, not of sameness. Multi-age, flexible groupings based on student's interests and needs have been implemented, as well as cross-age tutoring and mixed-age level classes. Non-grading recognizes that chil-

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dren learn at different rates and in different ways and allows them to progress as individuals rather than classes. The faculty reviews and groups students by considering the child's mental, physical, emotional, educational, and social development. All teachers assume responsibility for groups of learners through cooperative planning, instruction, grouping and regrouping, and student evaluation. Multi-age grading provides every child with maximum opportunity to make significant academic and psychosocial progress during each school year, free of the fear of non-promotion and empowered to make meaningful connections with the full spectrum of other learners of several adjoining ages in a heterogeneous context, and that feature teams of teachers working together. Our students work closely together toward mutual goals, and the one-against-one patterns of competition reflected in traditional report cards are deliberately minimized. This arrangement eliminates failure and retention by allowing children to move through the curriculum at their own rate. Each child works toward the accomplishments of his/her personal goals. Earnest effort is expected and rewarded, and although students find pleasure in the many interactions with adults and other children of all ages, cultures, needs, and abilities and enjoy school more in our classrooms, they work harder and deeper than in the traditional setting. Classes are kept together for several years. This promotes learners of different strengths working and living together; teachers planning flexible and broad-gauged lessons on topics that are of interest and value to pupils at many different levels of development; continuous progress in learning so that students achieve their maximum potential in the appropriate amount of time and at the right time; and a feeling of family membership within the learning community.

Community Involvement

Our school is to be a community center of learning. Classes are integrated into the cultural, business and civic life of the community. Volunteers from these organizations work with students and students engage in community service activities which develop civic, personal and academic responsibility. Flexible scheduling and individual student programming allows students to move among teachers, community sites and resources. Businesses and corporations have been sought as sponsors of students and school programs. Community mentors play a vital role in supporting students' learning activities. Partnerships with local artists, musicians, social workers, writers, business people, computer specialists, medical professionals, engineers, architects, homemakers and other community members help facilitate student learning. Interactive family involvement is another key component of the Foundations School's curriculum.

Family Involvement

We are a school of choice for families who believe in constructivist classrooms and active participation in their child's education and for teachers with the same philosophy who have chosen to come together. Our enrollment is inclusive however, parents and students must spend a day in the school before we allow them to consider enrollment in Foundations. They meet with teachers, students, and current parents. They must exactly who and what we are in order to make the commitment for their child's education. They are then put in a lottery pool for available openings. Teachers designed a parent agreement four years ago. This past year the parents revised it, thinking the current one did not have enough "bite" to it. You have a copy of this document. Parents may not enroll with a Chicago Public Library card. They must read a Bedtime Story to their child every night (5 or 13 years old). These stories are then incorporated into family Literature Circles, a daily study in our school. Our parents also agree to volunteer for the school three hours a week or the equivalent of one day every other week. We have a whole menu which the parents may choose from or they may create their own participation plan. Our parents themselves monitor this activity. Our parents also participate in certain meetings and professional development, they "man" the publishing center and are the conflict resolution facilitators.

Size

Current research on Chicago school reform indicates that Small Schools are most conducive to increased collaboration among staff, students, and community and to the creation of a vested community of learners. Our definition of Small School (with enclosed document) consists of the following: Less than 350 students (or 500 H.S.); a cohesive, self selected staff; substantial autonomy differentiating it from a program; a curricular focus or philosophy that provides a continuous educational experience over time; inclusive admissions for student choice. Data support the view that urban Small Schools more effectively address the needs of urban students than their large scale counterparts as it relates to higher expectations and student achievement, reduced drop out rate, less destruction of property, truancy, higher rates of

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graduation, feelings of ownership and community. Therefore we are structured to remain small. Small Schools, as envisioned by our teachers, if exemplary results are expected, must provide a personalized, intimate, interactive learning environment where the intellectual growth of students and teachers is valued. This vision is supported, sustained, and embedded in the school's routine and organization.

We also believe that our class groupings must remain small. We accomplish this by using Federal, State and grant funds. These are usually small because of our size. We also have no out of the classroom personnel so that all adults teach kids reducing the adult student ratio. We also use the expert talents of museum, community, parent and university educators.

Performance Assessment

We have designed our own assessment system and student profile reporting card. This system reflects standards driven teaching practices and individual learning modes. This system is being replicated at several schools throughout the system and has been published.

We evaluate both teacher and student through performance based assessment including portfolio, peer and self evaluation, narratives, anecdotal records, prototype instruction assessment units which we wrote and have published (with five more on the way), running reading records, checklists and task rubrics. We have developed alternative reporting measures for parents and the community for the students in our non-graded, multi-aged classrooms. We have developed interrater reliability of portfolio assessment so that it can be quantified and aligned to city, State, and national professional organizations' content standards. Our students develop Collection portfolios and defend their assessed Showcase portfolios twice a year. In the interim parents are involved in two portfolio conferences.

Our assessment system has been designed to evaluate mastery of standards in "real-life task" versus "traditional test form." This authentic assessment is an integral part of instruction and not separate from it. Meaningful assessment asks the children to demonstrate, produce, reflect, exhibit, and self-evaluate. It is also concerned with diagnosis as well as judgment of progress and focuses on process as well as product. As teaching methodologies shift from a fragmented, skill-based approach, holistic educators have discovered the need to show evidence of broader aspects of students' knowledge and progress, and the schools' growth when teaching to a set of (Learning Outcomes) standards. By using performance assessments in our system we show what students can do in a natural learning environment rather than in an artificial testing situation. We can also focus on the process of learning by including work samples from different points in time, multiple drafts, worst and best products, student reflections and modifications, teacher scored rubrics and narratives from projects. We use such techniques as reading logs; journals; recordings; running records; narratives; peer review; rubric scoring guides; project result studies; anecdotal records; judging panels; non-graded, observational methods; and collection, showcase and assessment portfolios to supplement and give more information than paper and pencil tests.

The ongoing assessment of student progress, school progress, meaningful evaluation of that progress, and reporting out in a manner which communicates clearly between school staff, students, parents, the Local School Council, the Chicago Public Schools, and the general public are critical components of a successful educational program. The quality and kind of information gained through assessment determines the quality of evaluation and curriculum and instruction. Curricular and instructional decisions are based on the data gathered through classroom and individual student assessment and from total school evaluation.

Therefore, assessment and evaluation must be student centered, tied directly to the school's curricular decisions, consistent with the district's content standards, and appropriate with what we know about how children learn. The assessment at our school is comprehensive and includes performance assessments, portfolio collection evaluations, self appraisals, rubric scored tasks, professional judgments about academic performance and cognitive growth, and objective measures. Our system assessment and dissemination of its process and results reflects an educational program that teaches the whole child in a valid and reliable manner free from gender and cultural bias, preparing him/her to function in a rapidly changing world.

Our system focuses on what a student knows, can do and is trying to do based on developmental and designated benchmarks. It documents development and improvement and identifies areas where improvement is needed. Foundations' assessment system includes information about the students and school's processes, and performances. Student progress is reported in the context of the individual learner as well as in relation to typical performance for students of the same age or grade

level. It, however, is not a ranking system but an assessment of the schools' progress.

Informal and qualitative reporting, while not tracked and measured in our system, is done on an individual and classroom basis and is reported out. Informal reporting includes such activities as sending home notes and work samples to the parents; parent conferences, staffings, and meetings; phone calls; anecdotal reports; teacher narratives; and newsletters. The nature and frequency of this informal repouring are determined as the need arises. This kind of reporting is recognized as essential in fostering successful school-home partnerships. Formal qualitative and quantitative reporting includes conferences, portfolio defense days, and regularly scheduled publication and distribution of the school's progress reports. Parent participation in the assessment and evaluation process is crucial.

The heart of our philosophy is that learning is an ongoing process, unique to each child and to our school's curriculum design and instructional practices. As teachers and school leaders our assessment responsibility is to record what the child can do as well as each student's patterns of growth over time. Their patterns of growth over time. As a school our responsibility is to: collect data, record observations pertaining to specific outcomes, record the progress of The Foundations School over time, determine the next direction of teaching and learning, identify areas for improvement, and indicate adjustments to be made in curriculum, instruction, measurement, and evaluation.

Multiple Intelligences

Our children express their multi-faceted potential through their diverse and unique plurality of styles and capacities, all of which our school community respects. This necessitates encouraging and fostering each student's individual human potential and responsibility through addressing the multiple intelligences of all learners: visual/spatial (brainstorming, guided imagery, active imagination, color schemes, patterns/designs, painting, drawing, mind mapping, pretending, sculpture, pictures, visualization, other arts), logical-mathematical (not just computational) abstract symbols/formulas, outlining, graphic organizers, number sequences, calculation, deciphering codes, forcing relationships, syllogisms, problem solving, pattern games, body/kinesthetic/aesthetic (drama, dance, games) folk/creative/tap dance, role playing, physical gestures, drama, body language, physical exercise, mime, inventing, sports games, verbal/linguistic, reading, vocabulary, formal speech, journal writing, diary keeping, creative writing, poetry, verbal debate, impromptu speaking, humor/jokes, storytelling, musical (across the curriculum), rhythmic patterns, vocal tones/sounds, music composition/creation, percussion vibrations, humming, environmental sounds, piano playing, instrumental sounds, singing, tonal patterns, music performance, and interpersonal/intrapersonal (collaborative learning, conflict management, local and global problem solving, self-esteem enhancement, journaling, higher order thinking skills), silent reflection methods, metacognition techniques, thinking strategies, emotional processing, "know thyself" procedures, mindfulness practices, focusing/concentration skills, reasoning, giving feedback, division of labor, receiving feedback, group projects, "reading" others.

Peer Evaluation

During our preparation times we visit each other in our teaching situations not only to learn (see Professional Development Component) but also to evaluate, coach, mentor, and remediate (if necessary) each other as professionals. The three documents I submitted earlier are the forms we have developed together and are prioritized according to our current needs. We have set-up a rotation schedule so that in a semester's time I have visited each of my colleagues to evaluate—this being separate from the times I visit to learn or work together—and they have each been to visit me once if they are a different grade cycle or twice if they are the same grade cycle. (We benchmark grade cycles as teaching students 5 to 9 or students 10 to 13.) Although we practice seniority as our union has granted us but we work within this to assure that we are all of the highest caliber of teacher as would be certified by the National Board of Professional Teaching Standards. I have had the unpleasant experience of dealing with a teacher who went through peer evaluation, counseling, mentoring, and remediation. At the end of a years time we had to find an alternative teaching position for this teacher. This was done very seriously and with most difficulty as she was a teacher with like philosophy and teaching styles and was hired by us. Unfortunately it was difficult for her to manage a multi-age classroom and handle shared leadership.

Interdisciplinary Instruction/Team Teaching (rotations)

Young students have difficulty separating their world into "subject domains" because the world does not operate that way. It is adults who have traditionally di-

vided the disciplines for their purposes. While we fully agree that certain subject disciplines need specific instruction and time allotment we believe that the separation of learning into "disciplines" is often artificial and ignores the interconnectedness of knowledge. Therefore, we organize around projects and/or interdisciplinary units of study that integrate subject matter of hard science; social studies; graphic, fine, and performing arts, mathematics; humanities; and health and physical development in many variations.

Active and Authentic Learning

The emphasis in both instruction and assessment has shifted from getting students to "respond" to having them "produce" or "demonstrate" what they know: to show what they know and are able to do. Meaningful learning occurs when our students have the opportunities to tackle real discipline-based problems and interact with the "tools" in a hands-on exploration of the subject. In mathematics, our students manipulate concrete objects and derive concepts inductively; they graph, they weigh, they measure, they draw, they write, and they think aloud about real world problems and how to solve them mathematically using their own strategies. In language arts and literature studies, our students have some choices in what they read and add their own insights to well established interpretations. In science, students experiment and manipulate materials instead of reading about experiments or watching demonstrations.

The impetus for authentic "real-world" relevant learning comes from recent research in cognitive science which suggests that problem solving, decision making, and even reading have different meanings in different disciplines or contexts. The natural extension of this theory is that skills need to be learned and taught in relevant contexts. Reading, for example, is really reading about science, literature, art, social studies, mathematics, and so on, not about contrived basal reading series books. Our students are asked to apply skills in a variety of personally relevant authentic contexts under the assumption that the discourse demands change when the context changes. This hypothesis calls into question units or courses of study which are publisher driven or that emphasize discreet skills apart from subject matter. In contextualized learning, a limited number of topics are covered, but these topics are studied in depth.

Chairman GOODLING. Dr. Stringfield.

STATEMENT OF SAMUEL C. STRINGFIELD

Mr. STRINGFIELD. Thank you, Mr. Chairman. It's an honor to be here today. In your initial remarks you laid out most of the framework for the Barclay Program so I'll be quick about that part of it. Barclay is located in an inner city part of Baltimore, Maryland and has over 80 percent free lunch, over 90 percent minority. Traditionally, the test scores at Barclay were in the 20th to 30th percentile which no one looked at as particularly astounding because that was about the academic achievement of all the surrounding schools. The school implemented a private school curriculum with Calvert School, not just a curriculum, but an instructional program in first through fourth grade over a four year period. In that period, the academic achievements of the children rose from 20th and 30th percentile to an average to the 50th to the 70th percentile, consistently now, those inner city, predominantly minority, overwhelmingly free lunch children, are achieving at and above the national average.

Absences have dropped by 60 percent. Referrals to special education have dropped dramatically and referrals to the District's gifted and talented program have risen by several hundred percent. Visitors have come to the school from across the country and literally from around the world, as far away as Japan and the Netherlands.

The school has been written up very positively in the New York Times and the British Journal, the Economist, and most recently

The American School Board Journal. I brought one with a nice picture.

My written testimony goes into the details of how this has happened. Given the time constraints, I think I'll just move on to a few other things.

Last year, Barclay/Calvert Program was expanded to Woodson Elementary, another school in Baltimore, 100 percent minority, 100 percent free lunch. The first year achievement test scores were up 20 percent. The Abell Foundation in Baltimore, working together with the State and School District are considering ways to expand the program to more than 20 schools over the next two to five years.

I believe that there are five lessons that can be drawn from Barclay/Calvert and other reform efforts and I wanted to spend at least a minute talking about them.

The first is that America's children of poverty are capable of achieving at or above current national averages. The problem is not the children. The children are just fine.

Secondly, is that dramatic higher achievement will require dramatically more demanding curriculum and that will have to be carefully phased into the schools. It's not enough to put a curriculum out there that will prove that all the children in the upper grades will fail. It has to be a building curriculum across several years so that the children can build up to that. That's what Calvert insisted upon at Barclay and it worked.

The third is that initial and on-going investments in staff development at levels once viewed as unrealistic are critical to the success of the reform. At Barclay, every year there's two weeks of staff development for all in-coming new teachers and there's on-going staff development around the school all year long. Leadership is critical to long-term success. There's a lot of literature on this. But in the case of Barclay, long-term literature has been provided by the principal, the on-site coordinator, the Calvert headmaster, the Abell Foundation and a variety of other people.

Long-term investment in the reform efforts have been essential to long-term effects at Barclay and in other reforms. In this regard, a well-funded Title I can play a central role, a highly positive role. There have been hundreds of studies of the effects of Title I and Chapter 1 over the last 30 years and generally they find positive results and importantly, they tend to find more positive results over the last five to eight years they found before. These are the years when it's gotten a larger funding base.

Thank you.

[The prepared statement of Mr. Stringfield follows:]

The Barclay/Calvert Project: Effects, Expansion Efforts, and Implications for Reform

Testimony before

The Committee on Economic and Educational Opportunities

U.S. House of Representatives

21811 Rayburn House Office Building

Washington, D.C. 20515-6100

by

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Summary

Beginning in the fall 1990 school term, the Abell Foundation has supported implementation of a highly selective private school's curriculum and instructional program in a high poverty, inner-city Baltimore, Maryland school. A fourth year evaluation (Stringfield, 1994) documented dramatic gains in academic achievement and student achievement, reductions in the numbers of students requiring disciplinary action, special education referral of Chapter 1/Title I services. An ongoing evaluation of the Calvert school's new implementation in a second Baltimore school indicates similar results after one year.

Implications for the improvement of schooling for schools serving large numbers of students placed at risk, include the following:

- America's children of poverty are capable of achieving at current national average levels, and perhaps beyond,
- Dramatically higher achievement requires a more demanding curriculum, carefully phased into schools,
- Initial and ongoing investments in staff development, at levels once viewed as unrealistic, are critical to the success of reform,
- Leadership is critical to long term success. In the case of Barclay/Calvert, long-term leadership has been provided by the Barclay principal, the on-site Calvert coordinator, the Calvert head master, and the Abell Foundation program officer.
- Long-term investments in the reform effort have been essential to the long-term effects. In this regard, a well-funded Title I can play a central, highly positive role.

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BACKGROUND

BARCLAY SCHOOL is a kindergarten through eighth grade public school in Baltimore, Maryland. The population served by Barclay is 94% minority. Eighty-two percent of the students attending Barclay receive free or reduced price lunch. This can be contrasted with a Baltimore City average of 67% of students receiving free lunch, a 26% state average, and a 21% average for all Maryland jurisdictions excluding Baltimore City. Barclay serves an unusually disadvantaged clientele.

The neighborhood is one of small, old factories and row houses. One of the city's drug hot spots is less than four blocks away. The school serves small numbers of families led by drug dealers, prostitutes, or graduate students at Johns Hopkins University; however, the great majority of students are the children of working class or unemployed African-American, often single-parent families. While Barclay is not located in "the worst" neighborhood in Baltimore, it's location is far from being considered among the most desirable in the city.

The principal and PTA had become very concerned that students at their school were not achieving at the city or national averages on a variety of measures. Achievement test scores and attendance rates had fallen to disconcerting levels, and student discipline in the classrooms and halls was no longer at a level deemed satisfactory by faculty or administration. In short, by the mid 1980's, Barclay was having the typical problems of an inner-city American school.

Through a multi-year process that eventually involved the school district's superintendent, the mayor, the president of the Abell Foundation and the editors of Baltimore's largest newspaper, *The Sun*, Barclay was eventually allowed to conduct a one school experiment of implementing the Calvert School curriculum and instructional program. That experiment began in the fall of 1990 and is now in its sixth year. Beginning in the fall of 1995, Carter G. Woodson, a second elementary school serving a high poverty community in Baltimore, began implementing the Calvert program.

THE CALVERT SCHOOL occupies an unusual place among American private schools. The school offers a K-8 day school program to a predominantly highly affluent clientele in Baltimore, Maryland. In addition, for decades Calvert School has offered a highly structured, certified, home study curriculum. Historically, the majority of families paying for the home study course have been members of the U.S. foreign service or military. Often those persons and their families are stationed in areas that do not offer English language schools. Given the overlapping needs of two clienteles, Calvert School has evolved a highly structured curricular and instructional program. Each year's curriculum is spelled out in detail in a thick manual. Procedures for the provision of a lesson, parent/school contact, and evaluation standards for each unit are unusually specific. Each grade's curriculum and instructional program is spelled out in a level of detail that often approximates scripting. Teachers are encouraged to use the instructional program as a starting point and to go much further, but there is a requirement that all material be mastered by all students. Moreover, perhaps because the Calvert curriculum is often monitored at a distance of several thousand miles, the entire program places an unusually high emphasis on student-generated products. Both in the home-school program and at the day school, students generate "folders" of work that are regularly reviewed by their teacher.

METHODS

The Abell Foundation contracted with the Center for the Social Organization of Schools (CSOS) at Johns Hopkins University to conduct a longitudinal evaluation of the implementation of the private school's educational program at Barclay, and I was fortunate in being asked to conduct this longitudinal evaluation.

A major methodological decision derived from the decision to initially implement the Barclay/Calvert project in kindergarten and first grade only, and then to roll implementation forward, one grade per year. That is, the first cohort of Barclay/Calvert first graders (1990-1991) also became the first cohort of Barclay/Calvert second graders (1991-1992), third graders (1992-1993) and fourth graders (1993-1994). This implementation decision created an unusual opportunity to study an unusually well matched within-school cohort. The "control group" for this evaluation has been the Barclay students who have been in the cohorts immediately preceding the forward-rolling Barclay/Calvert program. That is, the "Last Barclay-Pre-Calvert" cohort is made up of students who were in Barclay's first grade during the 1989-1990 school year, and completed the fifth grade during the 1993-1994 school year. The

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Barclay-Pre-Calvert (2) cohort began first grade at Barclay in the fall of 1988, and completed sixth grade during the spring of 1994, and so on. These older students from the same community, often including older brothers and sisters of Barclay/Calvert students, provided a valuable control group.

Input data have included background information on all students (e.g., 95+% African American, 79% free lunch), district and Abell grant budget information, and data on the organization of the school before the Barclay/Calvert program began. Process data include extensive low-inference classroom observations, comparison observations of upper-grade Barclay classes and of same-grade range Calvert classes, analyses of student portfolios, interviews with students, parents, teachers, Barclay and Calvert administrators, and staff of The Abell Foundation.

Several types of outcome data have been gathered. CTBS-4 reading, language arts, and mathematics data are gathered each spring by the district and provided to the CSOS team. Student attendance data is gathered for all students attending Barclay School. In addition, the Educational Records Bureau test (an Educational Testing Service developed, normed test frequently used by non-public schools) is administered annually to all Barclay students in first through fourth grades. ERB testing was begun the spring of 1990, before the Barclay/Calvert program began.

The state of Maryland has developed a "state of the art" performance appraisal system for schools. The Maryland State Performance Assessment Program (MSPAP) is a performance-based assessment requiring extensive writing, problem solving, and occasional teamwork among students. The test is administered each year to all third graders. AS noted above, MSPAP data are not released at the student level, so reports include all students at the school, whether they have had one week or four years of the Barclay/Calvert program. Additional data on student transfer rates, referrals to compensatory education and special education are gathered annually.

IMPLEMENTATION

Findings from the first four years of this evaluation will be presented in two areas: evidence of implementation and outcomes. Common sense, combined with findings from research on change (e.g., Rand, 1977; McLaughlin, 1989; Fullan, 1991) indicate that if a program is not implemented, it can not be expected to have effects on student outcomes. Therefore, considerable attention has been paid to the processes and resulting levels of implementation of the Calvert School program at Barclay. The evaluation has reached the following implementation findings (Stringfield, 1994):

1. Funding

To overcome several barriers, The Abell Foundation has funded a full-time coordinator for the Barclay/Calvert program, the purchase of over $47,000 in books during the first three years, time for staff development (over $23,000 the first three years), and other equipment and materials. Three-year Abell Foundation support for a project which had an impact on eight classrooms by the end of the 1993-94 school year has been approximately $400,000.

Note that had the school been allowed to apply for Chapter 1 schoolwide project status, it would have received much more than $400,000 in additional Chapter 1 funding over those years. Changes in the Title I legislation are allowing the school to apply for Title I schoolwide project status this year, and it is possible that the school will no longer require Abell funding to maintain the Calvert program.

Stable long-term funding eliminates one of the greatest inhibitors to change in teaching practice—an often well-founded skepticism among teachers. That typical skepticism might be stated as, "I've seen new programs come and go. This one will leave, and I'll still be here. I'll just outlast it, and not change." Thanks to the tenacity of the principal and The Abell Foundation, Barclay staff believe The Abell program will remain. This is an unusually firm foundation for change.

2. Non-Fiscal Support

The Calvert program is receiving unusually strong and diverse support through its implementation. Not only has The Abell Foundation been steadfast in its fiscal support, the foundation's project manager has been diligent in her oversight of the process. She has been involved in regular staff meetings, in fiscal decisions, and in regular efforts to anticipate and solve problems.

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The principal is an unusually talented and determined principal. Although her health has not been excellent during the last several years, Trudi Williams has been unflagging in her efforts to obtain and support the Calvert program. She has read students' folders and made comments to the students and their teachers. She visits classes, attends meetings, and is very active in involving parents. "Some of these parents know," Ms. Williams has declared, "that if they don't come to parent meetings, I'll be at their door the next morning." If a child is threatening to "fall through the cracks" at Barclay, Ms. Williams and the Calvert coordinator are quick to become involved.

A third source of support for implementation is provided by the Calvert coordinator at Barclay, who came to Barclay with over 20 years experience at Calvert School and seven in public schools. She has remained the Barclay/Calvert coordinator since the program's inception. She brought high levels of knowledge, competence, and enthusiasm to the program implementation. For four consecutive summers she has led new Barclay/Calvert teachers and aides through a two-week introduction to the program's philosophy, curriculum, and instructional materials. During the year she models Calvert lessons, provides help preparing lessons, gives feedback on lessons, and lends support in teachers' thinking through problems faced by individual learners. By teaching reading, math, and especially writing groups, the program coordinator significantly eased the burden of teaching generally and program implementation specifically. No written work is displayed in the classrooms or hallways until it has been checked by both the teachers and the program coordinator, who has been singularly dedicated to the project. The principal says of the coordinator, "The thing that has really kept the Calvert program strong is that she has been allowed to stay the course and focus right in on these students. I have the security of knowing it's going on every day. The teachers, students, and parents know that a strong force is there."

The fourth leg of support has come from Calvert School itself. The Calvert School head master remains a staunch supporter of the project. He oversees much of what is implemented at Barclay, and he holds out for fidelity to the Calvert model. He has assisted Barclay in searching for new faculty and aides. He has visited classrooms, and has repeatedly made himself available for consultations. He consistently advocates for nothing less than educational excellence at Barclay. The Calvert head master and assistant head master come to Barclay and assist in checking student folders.

A fifth key support has come from the parents and the community. Parents have been actively involved at every stage of the project. In the proposal stage, parents circulated petitions, wrote letters, and testified in public hearing in support of the project. They were joined by community supporters in the Barclay-Brent Education Corporation (BBEC), the Barclay School Community Council, and The Abell Improvement and Charles Village Civic Associations. These groups are following the project closely and have remained supportive. The Community Council contributed materials to the Barclay-Calvert kindergarten rooms and classroom libraries to the Barclay third grades. BBEC has provided Barclay-Calvert teachers with several "mini-grants" for supplemental activities.

At Barclay School's 19th Annual Appreciation Luncheon, over 100 community people came to support the school. Some were parents, some were parents of former students. Others were from the school district and others were community people who have become involved in the school. A school serving an affluent suburban community would count itself lucky to have such community support. It was a remarkable show of neighborhood support.

The foundation, its project manager, the principal, the program coordinator, the Calvert School, and the community form an almost uniquely strong base supporting program implementation. It would be critical in any attempt at replication to ensure that similarly effective supports were available throughout the multi-year program implementation process.

3. An Achievable Plan

From its inception, one strength of the Barclay/Calvert project has been its thorough, methodical plan. Barclay did not attempt to implement the very different Calvert curriculum and instructional program all at once. Rather, the program began with a full-time trainer working for a full year just with the Barclay kindergarten and first grade classes. Before the 1990-91 (first)

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year began, the coordinator provided two weeks of required (and paid by The Abell Foundation) training for the four K-1 teachers and their aides. This staff development allowed the teachers to absorb the philosophy, curriculum, and several of the instructional requirements of the Calvert program. Throughout that first year, the coordinator visited classes, modeled lessons, and provided feedback. She also taught small reading groups.

In preparation for the second year, second grade Barclay teachers and aides received two weeks of training in the Calvert program. During the school year they, like the first grade teachers the previous year, received ongoing training, observed model lessons, were given feedback and other assistance and support. During the summers of 1992 and 1993, training was provided both to the teachers of incoming grades (third and fourth, respectively), and to new teachers coming into Barclay's earlier grades.

This gradual, rolling system had several advantages. First, time was provided for each new grade's teachers to learn the system. They received two weeks of grade-specific training in the Calvert method before they were asked to implement any of it. Second, the teachers above grade one were not asked to present second or third grade students with a curriculum for which students had not been prepared. Rather, one cohort of students, now in the fourth grade, has been the "leading edge" of reform at Barclay. The 1992-93 third grade students had two full years' preparation for Calvert's demanding third grade curriculum.

Third, the teachers in the grades above the Barclay/Calvert program have had time to look at the program and decide whether they want to participate, or move to a different school. The Calvert people have explicitly denied that their program was best for all students or parents. The Barclay/Calvert program is probably not a good match to all teachers either. Teachers have been able to watch the program in their own school, and have years to make up their minds. Neither teachers nor students have been asked to change horses in mid-stream. This has been an unusually sensible approach to implementation.

4. Curriculum

In addition to its phonics plus extended reading and writing components, the Calvert Curriculum is notable for its insistence on five processes. First, students read a lot. In addition to regular reading texts, students read novels and stories that have been tried and found true through years of Calvert School instruction.

Second, all students produce a lot of work. In the Calvert curriculum, kids write every day. They write about their reading. They write about paintings and field trips and what is happening in their lives. Students produce and hand in math work every day.

Third, teachers check students' work, and students correct all their own work. Errors in any assignment are noted by teachers every afternoon, and students spend the first part of the next morning correcting papers. At both Calvert School and in the Barclay/Calvert project the criterion for acceptable work is not a passing grade, it is perfect work. Errors are not allowed to become learned at Calvert or in the Barclay/Calvert project. Students correct all their mistakes, and are praised once they achieve 100% correct production.

Fourth, student folders (which existed at Calvert long before the current national movement to "portfolios") are read by the coordinator and/or the principal or a Calvert administrator every month. The focus is on monitoring output as much as on instructional processes. If a child is falling behind, steps are taken within a month to focus attention on the child's specific problems.

Fifth, the folders are sent home every month. Parents are encouraged to be involved in nightly reading, and in overseeing students' work. If parents do not sign off on students' folders, they are contacted to see that they are aware of, and involved in, their children's educations. This level of daily and monthly checking students' productions is a considerable strength of the Calvert curriculum.

5. Teacher Attitudes

A striking feature of Calvert School is the universally high level of confidence that Calvert students can excel academically. Teachers and administrators assume their graduates will

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not only do well in high school and college, but can and must grow up to become leaders in their communities.

One of the most readily noted impacts of the Calvert/Barclay program has been in teacher attitudes. There has been an almost universal "can do" attitude. Kindergarten, first, second, third, and fourth grade teachers repeatedly expressed pleasure with the program. More strikingly, they expressed a conviction that Calvert was helping them teach more, teach better, and help more children perform at higher levels.

6. Classroom Instruction

Nothing changes in students schooling unless something changes between the student, the curriculum, and instruction. Many interventions never reach the students. The Calvert program is reaching to the students. This can be seen at many levels.

First, the curriculum is in place. Our observers have repeatedly left Calvert having watched a spelling lesson, driven to Barclay and watched the same lesson. The same is true in reading, writing, and math. This curriculum is more demanding than the curriculum it replaced at Barclay.

Second, much of the instructional system is in place. It would be unrealistic to expect veteran teachers to completely jettison instructional methods they perceive to have worked for them for years. But all the teachers have made significant changes in their teaching. The changes have been greatly facilitated by the two weeks of summer training, by modeling and feedback provided by the site coordinator, and by the relentlessly high expectations held by the principal and the Calvert headmaster.

Teachers and aides who have lacked a commitment to the Barclay/Calvert project have been counseled out of the school or the program. Their replacements have been drawn from a pool that included teachers applying to Baltimore City *and* Calvert School. As the first Barclay/Calvert cohort entered fourth grade, just over half of kindergarten through fourth grade pre-Barclay/Calvert teachers and aides were still teaching in the same Barclay grade as in 1990.

During years one through three of the intervention, observers from Johns Hopkins visited all first and second grade classes. Each class was observed at least twice, and most at least four times. Much of the classroom data was necessarily qualitative; however, several generalizations regarding classroom process were also available.

Student "on-task" rates in the Calvert/Barclay classes were often very high. Over the last 20 years of educational research in the U.S., "time-on-task" has been one of the most stable positive predictors of student achievement gain (Brophy & Good, 1986). The ability to sustain attention on specific problems is obviously a skill these students will need in the adult world. For several reasons, high on-task rates were a welcome finding. This finding has frequently been informally verified by Barclay/Calvert teachers. The 1992-93 third grade teachers reported a much appreciated seriousness among students regarding their academic tasks. Teachers reported that given high quality instruction and instructional support, the Barclay students were responding well to the raised demands.

Students' joy in productive work was often notable. It is possible for students to be "on task" but in a forced, prison-like environment. At Barclay, the on-task work was more typically the result of stimulating tasks and firm, but not harsh, classroom management. Students' writing was typically visible around the room and often on the hall walls. Observers concluded that much of the students' work was creative and affectively positive.

The presence of well-trained, articulate aides increased the probability that students would get accurate feedback and encouragement on their work. The aides in Barclay/Calvert were rarely passive or relegated to bureaucratic work. They tended to be actively involved with students in academic work. The aides also seemed to have more nearly professional relationships with teachers than can be observed in some schools. The teachers had a confidence in the competence of their aides. One of the 1992-93 aide/volunteers became a fourth grade Barclay/Calvert teacher in 1993-94.

Finally, the high quality of student work in the folders spoke to successful implementation. Students produce much more in Barclay/Calvert than at most schools. They wrote more (and more accurately), they produced more math, they drew more. The folders,

which are checked by teachers, by the coordinator and principal, and by parents, may be regarded as strong evidence of implementation. Those same folders constitute strong evidence of program success.

In summary, the Calvert program has enjoyed a far better chance of achieving full implementation than most novel programs in school systems. After three years of site visitations, the impression of the evaluation team has been that implementation is proceeding at a measured, healthy pace.

OUTCOMES

Previous sections indicate that the Barclay/Calvert program is receiving unusually strong and consistent support, that implementation is progressing, and that the effects of implementation can be seen across Barclay/Calvert classrooms and in student productions. The next question becomes, "So what?"

If the Barclay/Calvert program is valid, results should be visible in several areas. Student achievement test scores should rise, student attendance should rise, parents might actively choose to keep their students at Barclay School, Chapter 1 and Special Education referrals should decrease, and admissions to the district's Gifted and Talented Education (GATE) should increase. Data regarding each of these testable assertions follow.

Results from Norm-Referenced Achievement Tests

In preparation for the Barclay/Calvert program, Calvert staff administered the Educational Records Bureau (ERB) test to all Barclay first through fourth grade students in the spring of 1990. That same spring, Barclay students in grades two and above took the California Achievement Test (CAT) as part of the district's regular self-evaluation process. The next year the district shifted its testing program to a new version of the Comprehensive Test of Basic Skills (CTBS-4). During the springs of 1991, 1992, and 1993, all first through fourth grade students have taken both the district's CTBS and the program's ERB. All three tests (CAT, CTBS, and ERB) possess acceptable psychometric properties and all are used around the country. All three produce vertically equated scale scores which can be compared to national norms in a variety of sub-test areas.

In addition, beginning in the spring 1992, third graders at Barclay School began taking the Maryland State Performance Appraisal Program (MSPAP) test. MSPAP is one of the "new generation" of performance-based testing systems. Developed in conjunction with CTB/McGraw Hill, the MSPAP requires five half days of student engagement in hands-on explorations of problems and working through to solutions. Some tasks require small group efforts, but all eventually lead to individual students making written responses to questions of process and outcome. Results from MSPAP will be presented after CTBS and ERB findings.

However, the Barclay spring 1990 kindergarten and first grade CTBS data were never reported, and comparisons between CAT Form C and CTBS-4 are sufficiently problematic that in the main text of this paper, only CTBS-4 and ERB data are reported. Analyses of the available CAT data do not significantly change the interpretations made of the reported CTBS and ERB data.

The achievement data in this section are presented separately for the ERB, and the CTBS (1991-93). Data are presented only for students on whom full ERB or CTBS data sets are available. For example, if a student did not attend Barclay school's first grade during the 1991-92 school year, but did attend second grade during the 1992-93 school year, the team had no way to accurately produce a gain score for the student, so that student's data string was also omitted from the final analyses. Separate analyses of the "droppers" and "adders" have been conducted, and those data do not substantially alter the results presented in this report. However, the evaluators believed that presentation of data on students who had received multiple years of the Barclay/Calvert or Barclay/not-Calvert program provide the least "muddied" picture of program effects.

The Barclay/Calvert program began in grades K-1, and has added one grade per school year. This implementation plan has produced an unusual opportunity to use Barclay's own pre-program students as a control group for this evaluation. First through fourth grade Barclay students were tested during the spring before the Barclay/Calvert program was begun in the spring 1990. Those first through fourth grade students provide a within-school control group for the following Barclay/Calvert students. The following year's testing captured the first graders who had finished one year of Barclay/Calvert, and

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the second through fourth students who received traditional Barclay but not Calvert curricula and instruction. Following this logic over three full years has allowed the design to have a within-school control group over time: the pre-Barclay/Calvert (or Barclay/NOT-Calvert) students who are attending Barclay School in the grades rolling forward in front of the Barclay/Calvert program. Throughout this report, scores from the Barclay/Calvert students are contrasted with scores from the previous cohorts of Barclay students as all progress through the school.

Results will be presented for both ERB and CTBS tests in three broad areas: Total Reading scores, Writing/Language Arts, and Mathematics. Within each area, presentations of ERB data will be followed with presentations of CTBS data.

Reading

Figure 1 (page 10) presents Barclay students' Total Reading scores across three years on the CTBS. The figure contrasts data from each Barclay/Calvert cohort with previous Barclay cohorts.

Data in Figure 1 indicate that at every comparison point, students in the Barclay/Calvert program have performed at a higher level on the CTBS Total Reading test than have their peers (including brothers and sisters) in the Barclay-Pre-Calvert cohorts.

The three groups of Barclay-Pre-Calvert students' Total Reading scores are consistently below the 40th percentile. By grade three all Barclay-Pre-Calvert cohorts are below the 30th percentile (Barclay-Pre-Calvert cohorts are designated with black and white lines in Figure 1). These mean scores for Barclay-Pre-Calvert students are somewhat below the 1994 Baltimore City averages for CTBS Total Reading. The 1994 Baltimore City averages in grades 1-4 were 43%, 37%, 40%, and 37% respectively. The fact that Barclay's Pre-Calvert students score somewhat below the district average is partially explainable by the fact that Barclay's free lunch count is 15% above the district average (and 55% above the state average).

By contrast, the mean CTBS Total Reading scores for Barclay/Calvert students are consistently at or above the 50th percentile, and in one case, approach the 70th percentile. Not only has the first Barclay/Calvert cohort maintained an average reading level at or above the national average, but subsequent cohorts' CTBS Total Reading scores have tended to be stable at levels often well above the local and national averages.

Due to the change in test format and norms at ERB, the ERB data will be presented for grades 3-5 in years 1993 and 1994 only. All data are for students who had attended Barclay School throughout the study.

ERB data tell a very similar story. As can be seen in Table 1, the first two cohorts of Barclay/Calvert students are performing well above the national norms on this test. Further, the last Barclay-Pre-Calvert group scored below the national average.

By going beyond presentation of percentages to analysis of scale scores, Table 1 data can be used to tell a related, striking story. A "scale score" represents the test maker's attempt to produce a psychometrically defensible, "absolute" achievement level. That is, a scale score of, for example, 300, would represent a student's level of academic accomplishment regardless of the student's age or grade in school. A first grade student with an ERB Reading Comprehension scale score of 300 would be at the 79th percentile of first graders; while a fifth grader scoring 300 would be at the 15th percentile within his age group.

The first notable feature of Table 1 (page 11) is not that at Grade 4 the first Barclay/Calvert cohort substantially outscored the last Barclay-Pre-Calvert (control) cohort at Grade 4 (324.5 vs. 315.6). More impressive is the fact that when in Grade 3, the first two Barclay/Calvert cohorts scored near or above the scores of the last Barclay-Pre-Calvert students in Grade 4 (mean scale scores of 315.2 and 315.8 vs. 315.6). Further, the first Barclay/Calvert cohort's 4th grade mean of 324.5 was *substantially* above the last Barclay-Pre-Calvert group's Grade 5 mean of 319.7. In reading, the fourth grade Barclay/Calvert students have *passed* their one year older peers of the last pre-Barclay/Calvert cohort.

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Figure 1: Mean CTBS Total Reading Scores for Barclay/Calvert and Barclay-Pre-Calvert (control) Students, Spring 1991- Spring 1994

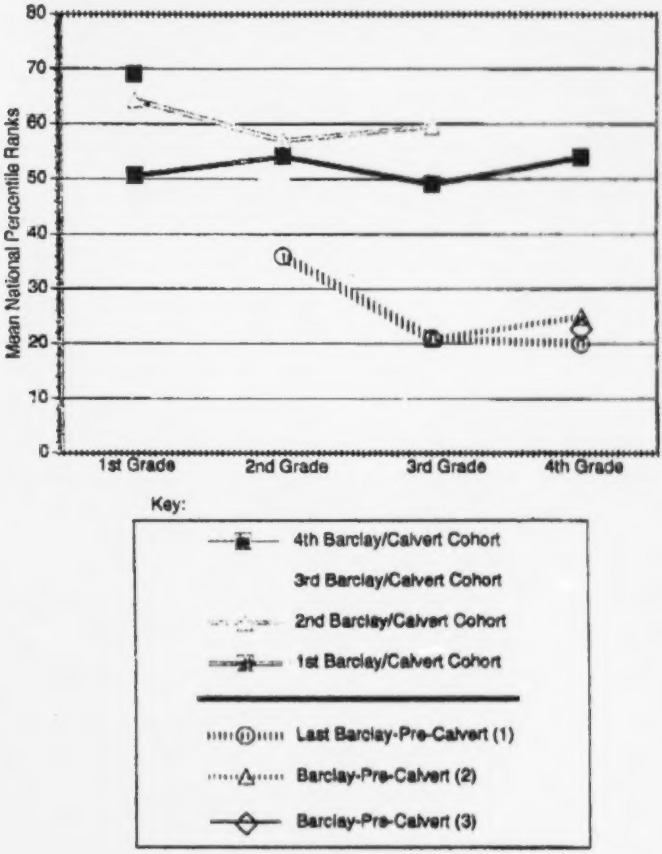

Table 1: **Third Through Fifth Grade Mean ERB *Reading* Percentile and Scale Scores, by Cohort**

Cohort	3rd Grade Mean % (Mean Scale Score)	4th Grade Mean % (Mean Scale Score)	5th Grade Mean % (Mean Scale Score)
2nd Barclay/Calvert Cohort (N=24)	60% (316.8)		
1st Barclay/Calvert Cohort (N=22)	57% (315.2)	69% (327.5)	
Last Barclay-Pre-Calvert Cohort (N=17)		45% (315.6)	47% (319.7)

Language Arts/Writing

Figure 2 (page 12) presents the mean CTBS-4 Language Arts percentile scores for Barclay/Calvert and Barclay-Pre-Calvert cohorts. None of the Barclay-Pre-Calvert (control) cohorts produced mean CTBS Language Arts scores at or above the national average. In grades 3 and 4, none of the control cohorts produced mean Language Arts scores that approached the 40th percentile. These Barclay-Pre-Calvert scores are not significantly different from the district means. Over the past four years, Baltimore City students' fourth grade CTBS Language Arts mean scores have averaged between the 32nd and 35th percentiles.

In clear contrast, the four cohorts of Barclay/Calvert students dip below the 50th percentile only once, and the average Language Arts score among these cohorts is above the 60th percentile nationally. Equally impressively, each new Barclay/Calvert cohort produced CTBS Language Arts scores at or above the level of the previous cohort.

Table 2 (page 13) presents a similar picture as regards to the ERB Writing scores. (The ERB does not produce a "Language Arts" score.) Table 2 indicates that the last Barclay-Pre-Calvert cohort produced relatively stable writing scores, at below the thirtieth percentile. By contrast, the first two Barclay/Calvert cohorts produced mean ERB Writing scores above the sixtieth percentile in grade three, and the first cohort has now produced similar scores in grade four.

As was the case with ERB Reading analyses, the mean scale scores are at least as interesting as the percentiles. Table 2 illuminates the fact that the mean fourth grade ERB writing scale score above the scores for the last Barclay-Pre-Calvert cohort when it was in grades four and five. Further, when in grade three, the first two cohorts of Barclay/Calvert students produced absolute measures of writing achievement above those of the last Barclay-Pre-Calvert cohort when that group completed Grade 5. By the end of third grade, the Calvert program appears to have accelerated the writing skills of Barclay students by more than two years.

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Figure 2: Mean CTBS Language Arts Scores for Barclay/Calvert and Barclay-Pre-Calvert (control) Students, Spring 1991- Spring 1994

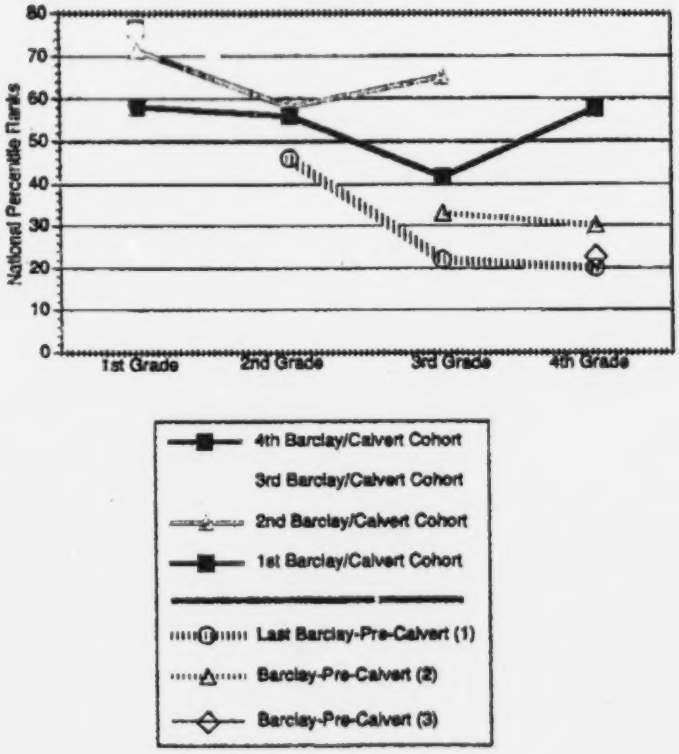

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Table 2: **Third Through Fifth Grade Mean ERB *Writing* Percentile and Scale Scores, by Cohort**

Cohort	3rd Grade Mean % (Mean Scale Score)	4th Grade Mean % (Mean Scale Score)	5th Grade Mean % (Mean Scale Score)
2nd Barclay/Calvert Cohort (N=24)	68% (320.4)		
1st Barclay/Calvert Cohort (N=22)	66% (319.4)	64% (324.9)	
Last Barclay-Pre-Calvert Cohort (N=17)		28% (305.0)	24% (306.9)

Mathematics

Figure 3 (page 14) presents Barclay School CTBS-4 Mathematics Concepts and Applications data for the last four years. Mathematics Concepts and Applications is the more nearly "higher order thinking" math test on the CTBS. Figure 3 shows that Barclay had an historically strong math program. The various Barclay-Pre-Calvert groups scored more highly in math than in Reading or Language Arts. At grade 4, both of the two immediate predecessor cohorts (Barclay-Pre-Calvert 1 and 2) scored at the national average. These scores were well above the city-wide grade 4 scores, which over the past four years has averaged between the 27th and 29th percentiles.

Yet the Barclay/Calvert cohorts consistently scored above the national average and often above the 65th percentile. Barclay/Calvert students generally outperformed the Barclay-Pre-Calvert cohorts.

Table 3 presents ERB Mathematics mean percentile and scale scores. Again the data present a picture that is strongly supportive of the Barclay/Calvert project. In third and fourth grades, the first Barclay/Calvert cohorts produced ERB math achievement percentile scores at or above the national average. By contrast, the last Barclay-Pre-Calvert cohort produced scores that were consistently below the national average. On the ERB math test, these Barclay-Pre-Calvert groups scored more than ten percentile points below the same cohorts' CTBS math scores.

Table 3 scale score data indicate that when the first two Barclay/Calvert cohorts were in grade three, they achieved math levels equal to or superior to Barclay-Pre-Calvert students in grade four. The second cohort of Barclay/Calvert students to complete third grade nearly equaled the fifth grade scores of the last Barclay-Pre-Calvert cohort. The first Barclay/Calvert cohort to complete fourth grade had clearly surpassed their fifth grade Barclay-Pre-Calvert predecessors.

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Figure 3: Mean CTBS Mathematics Scores for Barclay/Calvert and Barclay-Pre-Calvert (control) Students, Spring 1991- Spring 1994

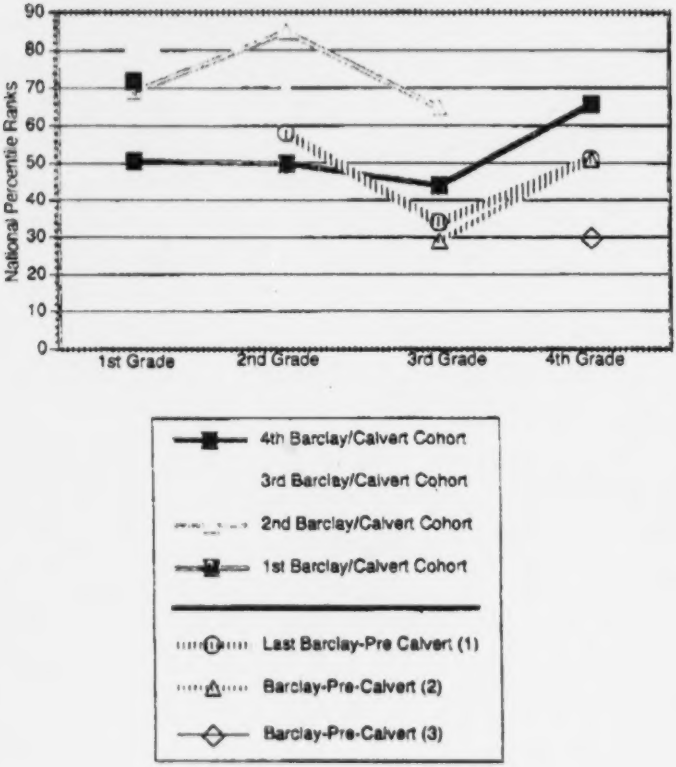

Table 3: Third Through Fifth Grade Mean ERB *Math* Percentile and Scale Scores by Cohort

Cohort	3rd Grade Mean % (Mean Scale Score)	4th Grade Mean % (Mean Scale Score)	5th Grade Mean % (Mean Scale Score)
2nd Barclay/Calvert Cohort (N=24)	68% (280.6)		
1st Barclay/Calvert Cohort (N=22)	50% (270.1)	63% (292.3)	
Last Barclay-Pre-Calvert Cohort (N=17)		38% (270.4)	43% (281.4)

In summary, the Barclay/Calvert students have made academic gains far above those achieved by the preceding Barclay-Pre-Calvert students. The gains have come on two separate norm referenced tests in the area of reading, language arts/writing, and math. The differences are educationally and statistically significant, and often dramatic. These achievement differences were found in spite of the fact that the two groups of students are from the same community and often from the same families.

2. **Maryland State Performance Assessment Program (MSPAP)**

MSPAP was designed to be a very demanding, "raise the criterion dramatically," performance test. The test is relatively new, having been pilot-tested during the spring of 1991, and administered for the first times in 1992 and 1993. While some technical problems with scoring and interpretation remain, in general the MSPAP is being praised as a leading example of the "next generation" of performance assessments. The initial assumption of the state department of education was that the majority of students would not score high during the initial years, but that scores will rise as schools adjust their curricular and instructional offerings to the higher demands of the state.

The MSPAP is administered at three grade-levels: third, fifth, and eighth. In May of 1993 the first Barclay/Calvert cohort took the third grade test. During the spring of 1994, the second Barclay/Calvert cohort took the third grade test. Next spring, the first Barclay/Calvert group will take the fifth grade test, and the third cohort will take the 3rd grade test.

There are two important considerations regarding interpretation of the Barclay MSPAP data. The first is that data are released on a school-by-school basis, not on a student-by-student basis. Readers should be aware that over one third of the third grade students who took the MSPAP at Barclay during the spring of 1994 had transferred into Barclay at some time between the Springs of first and third grades. Those students had not received three full years of the Barclay/Calvert program. That considered, the MSPAP data become a very conservative test of the effects of the intervention.

A second consideration is that the number of Barclay students receiving free or reduced price lunch (82%) is substantially above the district average (67%) and the state average (26%). In most circumstances, level of school poverty is an excellent predictor of mean student achievement. Any successes at Barclay are achieved in spite of considerable challenges.

The 1994 MSPAP provides data regarding third graders' progress in six subject areas, reading, mathematics, social studies, science, writing and language usage. As can be seen in Table 4, the percentages of Barclay third graders achieving at least "satisfactory" ratings ware above the district average in all six areas. These 1994 data replicate the finding that 1993 Barclay/Calvert students outperformed the district averages on MSPAP (Stringfield, 1994).

In comparison with state averages, Barclay clearly has room for continued improvement. In the areas of reading and social studies, nearly 20% fewer Barclay students achieved "satisfactory" ratings than was typical statewide. In the areas of mathematics and science, the gap was just over 10%.

However, data in Table 4 indicate that the percentages of Barclay/Calvert students achieving "satisfactory" scores in writing and language usage are more than double the district average, and they are at the state average.

Table 4: Percentages of Third Grade Students achieving "Satisfactory" or "Exemplary" Ratings on the 1994 Maryland School Performance Assessment Program (MSPAP) for Barclay School, All Baltimore City Public Schools, and the State.

Performance Area	Barclay	Baltimore City	Maryland State
Reading	12.5%	9.2%	30.6%
Mathematics	22.5%	12.4%	33.9%
Social Studies	12.5%	11.6%	32.4%
Science	22.5%	12.5%	34.8%
Writing	35.0%	16.0%	35.2%
Language Usage	30.0%	14.5%	29.1%

3. **Change in Measures of Academic Aptitude**

The Calvert School head master had made the informal observation that many Calvert students experience a net rise over time on the Otis-Lennon test. The Otis-Lennon is a widely used measure of academic aptitude. Aptitude is often assumed to be an unchangeable variable. However, the test has been administered to all Barclay/Calvert students since the spring of 1991, excepting the spring of 1992.

As can be seen in Table 5, the average member of the first Barclay/Calvert cohort experienced a net rise of 4.42 points, or approximately one-third of a standard deviation gain from spring of first grade through Spring of fourth grade. Similarly, the second cohort experienced a mean gain of 2.49 points between second and third grades. Such gains, if maintained and replicated, would suggest that students' aptitude to learn academic material can be increased over time, and is being increased at Barclay/Calvert.

Table 5: Barclay/Calvert Cohort's Mean Academic Aptitude Scores Over Time

Cohort	1st Grade	2nd Grade	3rd Grade	4th Grade	Mean Gains
1st Bar/Cal cohort	100.9		99.37	104.71	4.42
2nd Bar/Cal cohort		100.6	102.55		2.49

4. **Evidence of School "Holding Power" and Other Outcomes**

Academic success is a primary goal of schooling, but far from the only one. A school should be a place to which students want to go, and a place where parents want their children to be. Particularly within a specific school's catchment area, a change in attendance patterns would be a reasonable measure of students' and parents' acceptance of a specific program.

As Table 6 makes clear, over the first four years of the Barclay/Calvert program, the Barclay/Calvert students had lower absence rates than Barclay-Pre-Calvert students. The sizes of the differences varied each year, but the average 1.45% difference amounts to nearly three extra days of schooling per year for the students participating in the program. Perhaps more important is that the Barclay/Calvert absence rate has declined each year. For the 1993-1994 school year, Barclay/Calvert absences were nearly two-thirds less than during the program's initial year.

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Table 6: Mean Barclay School Absence Rates for Barclay/Calvert and Barclay-Pre-Calvert First Through Fourth Grade Students Over Four School Years

	SCHOOL YEAR			
	1990-91	1991-92	1992-93	1993-94
Barclay/Calvert Students	9.5%	9.1%	8.3%	4.0%
Barclay-Pre-Calvert Students	10.0%	10.5%	10.0%	6.2%*

* For the 1993-1994 school year, Barclay/Calvert included all students in the first through fourth grades. Therefore, the Barclay-Pre-Calvert data are from the fifth grade cohort.

Similarly, if parents perceive a school to be providing unusually valuable service, the parents might be expected to go to unusual lengths to be sure that their children continued to receive the services of that school. Among the 111 students in the two Barclay cohorts immediately preceding the Barclay/Calvert project (e.g., students in first and second grades in the spring of 1990), 34 students (30%) were still attending Barclay after four years of program implementation. By contrast, among the original 108 students in the first two Barclay/Calvert cohorts (e.g., students in first grade during the 1990-1991, and 1991-1992 school years), 50 (46%) still attend Barclay. Apparently the Barclay/Calvert parents have been less willing than their Barclay-Pre-Calvert neighbors to leave the school catchment area; or if they must leave, they have been more willing than their neighbors to make the sacrifices necessary to sustain their students in the Barclay/Calvert program.

5. Chapter 1

Chapter 1 is a federally funded program designed to provide additional services to low-achieving students who are attending high-poverty schools. Baltimore City Public Schools defines Chapter 1 eligibility as students having Total Reading or Mathematics achievement test scores which are below 32% on nationally normed tests. Test scores and teacher nominations can make a student eligible for reading services, math, both or neither. If a student received both reading and math services they were counted in each area. There are three years of data which provide the clearest test of the effects of the Barclay/ Calvert program on students' need for Chapter 1 services. For the 1990-91 school year, students were assigned to Chapter 1 based on Spring 1990 test scores. Therefore, the 1990-91 school year was the last year during which students at Barclay school were assigned to Chapter 1 prior to any students having received Barclay/Calvert services. By contrast, all non-in-transferring kindergarten through second grade Barclay students received the Barclay/Calvert program during both the 1991-92 and subsequent school years, so that first through third grade participation in Chapter 1 during the following school years (1992-93 and 1993-94) reflects continued need for services in the presence of either participation in Barclay/Calvert or transfer into Barclay.

In this regard, Table 7 is instructive. Not only are there fewer students eligible for Chapter 1 after two to three years of Barclay/Calvert, the effect is so great that in no Barclay/Calvert year has the total number of Chapter 1 eligible students been so much as one-half as large as for the last Barclay-Pre-Calvert year. (Note that in the "Total # Students Served" column, a student receiving both reading and math assistance would be counted twice. In Chapter 1 terminology, Table 7 provides a "duplicated count." A duplicated count most clearly presents the total number of service units required for a given period of time.)

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Table 7: Numbers of First through Fourth Grade Barclay Students Receiving Chapter 1 Services Based on Test Results from Year Preceding the Barclay/Calvert Program, and after 2–4 Years of Barclay/Calvert Participation

SCHOOL/ PROGRAM YEAR	READING			MATH			TOTAL # STUDENTS SERVED
	1st Grade	2nd	3rd	1st Grade	2nd	3rd	
Barclay-Pre-Calvert '90-'91	17	53	40	37	12	27	186
Barclay/Calvert '92-'93	12	11	10	12	12	18	75
Barclay/Calvert '93-'94	6	9	13	8	2	14	52
Barclay/Calvert '94-'95	12	8	28	24	10	10	92

6. Special Education

In simplified form, there are three broad categories of special education services. The need for two of them, services to profoundly disabled students and services to students having clear speech and language difficulties, are largely beyond the control of an instructional program. However, the need for the third type of special education services, services to students labeled learning disabled ("LD"), are at least partially affected by the school's instructional program. That is because the diagnosis of learning disability is defined as a significant, measurable discrepancy between aptitude as measured by a cognitive test and learning as measured on an academic performance test. If a student performs well, he or she is not eligible for these special education services. In this regard, the 1993-94 learning disability rolls of Barclay school are informative. In grades one through four combined a total of three students receive LD special education services in 1993-94. Based on the measured severity of their needs, the three students receive 3, 10, and 15 hours of special education services respectively.

By contrast, in 1993-94's grade five alone (the last pre-Barclay/Calvert cohort), four students have tested as needing LD services. Based on the measured severity of their needs, they receive 15, 10, 15, and 5 hours of services. During the 1993-1994 school year, four combined grades of Barclay/Calvert students required fewer LD services than did the single last Barclay-Pre Calvert grade.

Providing special education services constitutes one of the major drains on school districts' limited budgets. Barclay/Calvert has reduced this expensive demand by more than three quarters. The savings to the Baltimore City Schools are considerable.

7. Disciplinary Removals

A Disciplinary Removal (DR) occurs when a student is sent home from school for one to several days for reasons related to utterly unsatisfactory deportment within the school. DRs are used only when the behavioral problem is so severe that, in the judgment of the principal and the teacher, the student must be severely punished or the student's presence in the classroom during the following days would be highly disruptive of normal classroom processes. Barclay's principal is not an advocate of keeping students out of school for other than the most severe problems, so the school does not have an historically high rate of DRs.

During the 1989-90 school year, the last year before Barclay/Calvert experiment was begun, the principal reported a total of nine (9) DRs in grades kindergarten through four. In the four subsequent years, there have been zero (0) Disciplinary Removals for students enrolled in the Barclay/Calvert program.

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8. **Gifted and Talented Education (GATE)**

Students can be nominated into the district's Gifted and Talented Education (GATE) program beginning in third grade. The rules by which students have been selected for Barclay's GATE program have changed somewhat from year to year, so that exact quantitative comparisons over time can not be justified. However, gross generalizations are defensible. During the late 1980's, the numbers of Barclay students who qualified for GATE services had declined to the point that the school was in danger of having to share its one GATE teacher with another elementary school. By contrast, for the 1993-94 school year, the Barclay/Calvert third and fourth grades alone contributed 20 students to the school's GATE reading program and 37 students to GATE math. These numbers are well above previous totals, and the school again qualifies for a full time GATE teacher.

Discussion

The Barclay/Calvert program has now completed four full years of implementation at Barclay School. Observations and interviews indicate that the effort is unusually well supported and led, and as a result is being unusually well implemented. Teachers report considerable enthusiasm for and confidence in the program.

Data from two separate achievement testing programs (CTBS and ERB) indicate that students in the Barclay/Calvert program are achieving academically at a rate significantly above their pre-Barclay/Calvert program Barclay School peers. This finding is consistent across Reading, Writing, and Mathematics, and is particularly striking in writing.

Data from the Maryland State Performance Assessment Program (MSPAP) also indicate progress, though less modest, in the areas of Mathematics and Science. No greater percentage of Barclay/Calvert students achieved "satisfactory" scores on the Social Studies section of MSPAP than had the previous cohort, although both cohorts scored well above the city average. Neither the B/C nor the pre-B/C cohorts achieved state average "satisfactory" levels on the math, science, or social studies sections of the MSPAP.

Additional data indicate that the Barclay/Calvert project has reduced student absences, reduced student transfers from the school, greatly reduced the number of students requiring Chapter 1 services, reduced referrals to and diagnoses of "learning disabled," eliminated disciplinary removals, and increased the numbers of students found eligible for the district's Gifted and Talented Education (GATE) program. Taken collectively, these diverse measures indicate a very successful school improvement project. Yet from reading the curriculum and observing the program as implemented at Calvert, the evaluation team saw little "new" in the intersection of students with curricula and instruction. How are such results then possible?

I believe the results are derived much more from the extraordinarily high quality of implementation (both at Calvert and at Barclay) than from any particular component of the Calvert curricular and instructional package. Elsewhere we have argued that the underlying common characteristic of several programs-as-implemented serving at-risk students has not been solely the "validity" of the programs' ideas, but also the "reliability" of the implementations (Stringfield, 1993b, 1994a). Educational reformers are well advised to remember that in real-world data, reliability sets the upper boundary of validity. Stated more colloquially, "If it isn't implemented, it doesn't matter to the students what 'it' is."

The Barclay school is operating in a much more reliability-enhanced manner than is typical in public schools. The sources of that enhanced reliability include the site leadership, the supporting private foundation, the private school, and the parent/community neighborhood organization. Collectively, those supports are allowing whatever validity the Calvert program has to be tested.

This finding is in great contrast with the implementations of most "innovative" projects. For example, the "Rand Change Studies" (1977), the "Follow Through" studies (Stallings & Kaskowitz, 1974), and the more recent "Special Strategies Studies" (Stringfield et al., 1994), each of which found that even in highly-nominated-as-exemplary implementations of various "promising programs," implementation could often be best described as "mixed" or as "mutual adaptation." While there has been some adaptation at Barclay, the basic Calvert curriculum and instructional package has been implemented with often striking fidelity to the model.

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The effects of the Calvert program at Barclay speak to the "public-private" school debate. In describing Catholic vs. public high schools, Bryk, Lee, and Holland (1993) include increasing academic standards, promoting human engagement, strengthening parent-school relations, greater school autonomy (including, though not limited to, hiring decisions and a much smaller extra-school bureaucracy), and the value of "an inspirational ideology to catalyze change" (p. 325). All of these characteristics fit well within the High Reliability Organization framework.

The essential characteristics of Calvert, which their facilitator and headmaster have been successful at transmitting, were evolved through a strong sense of purpose always honed by the simple reality that if Calvert failed in its core mission (if it did not provide a high quality education to its charges), the institution itself would cease to exist. This is true of virtually all private schools, including Catholic schools. In such environments, these schools meet the first high reliability characteristic: *a perception held by the public being served and the employees that failures within the organization would be disastrous*. Calvert must succeed or die. Similarly, had the Barclay/Calvert project failed at Barclay school, the credibility of the principal, of The Abell Foundation's education initiatives, and of Calvert School itself would have been questioned.

By contrast, when most public schools adopt most innovative programs, the majority of the schools' faculties regard the initiatives as novelties or nuisances, but not as matters critical to the operation of their schools. Until both the general public and the professional communities working in public schools come to perceive that the success of every single public school is a matter of great public concern, we believe the reliability of any and virtually all innovative program implementations will be so low as to make measurement of innovative program validity on a significant scale a largely unattainable goal. (Note, for example, that Ted Sizer, founder of the Coalition of Essential Schools, recently remarked about his own reform efforts, "I'm prepared to say it [CES] won't work in most cases." (Riggs, 1994). That may be acceptable for a university-based reformer, but it hardly seems a reliable building block for the improvement of schools serving at-risk youth.) For air travel to be safe, all wings have to stay on all airplanes, not most wings most days, or some wings, some days. For *all* at-risk children to have a brighter future, developers must attend to implementation reliability at least as much as program validity. In the real world, as in research, reliability sets the upper boundary of validity.

To the extent that the concern with reliability is warranted, much of the public/private debate may be miscast. It is possible that it is not so much the instructional or curricular structures of private schools, but the organizational structures, derived from the differing historic consequences of individual schools' failures, that may explain private school effects. Failure of the Calvert School, or of the Barclay/Calvert program would have been viewed as disastrous by several concerned groups. The ongoing failures of programs in other inner-city schools surrounding Barclay and across the country evoke little to no notice in the district's central administration, or in the media. Parents often are not aware that innovations are being attempted, let alone failing.

Stringfield (1995) has argued that we are in the early phases of achieving public recognition that the continued failure of inner-city schools places a large burden on all taxpayers, even middle-class suburban families. As the larger public applies continued (as opposed to spasmodic) pressure for improvement of all students' educations, and especially the educations of at-risk children, we believe school districts will be well advised to place at least as much energy into creating reliability enhancing schooling structures at both the central administration and school levels as into the search for "innovative programs." The Barclay/Calvert experiment points to the wisdom of achieving broad-based support for a clear set of academic goals, clear, formal decision analysis, school-based recruitment (including the right to refuse "involuntary transfers" into a school) and training, remaining systematically alert to identifying curricular and instructional flaws and correcting them, retaining sensitivity to areas in which judgment-based, incremental improvement strategies are required, mutual monitoring of and by students, teachers, parents, and various levels of administration and community, clear feedback systems that are constantly on the alert for potential cascading errors ("kids falling through the cracks"), a willingness for hierarchy to "go flat" when crises arise, high maintenance of equipment, and a realization that in reliable organizations efficiency must often take a back seat to reliability. Some things *have got to work*, regardless of the "program."

Calvert program is a valid option for improving an inner-city school. The processes surrounding implementation of the Barclay/Calvert program—processes which have evolved at Calvert over the last

80 years and which are consistent with the high reliability organizational literature—are at least as important as the Calvert curriculum in achieving the Barclay/Calvert program's considerable successes.

Replication

In the fall of 1994, the Carter G. Woodson elementary school, a second high-poverty Baltimore public elementary school began implementing the Calvert program. Early results (increased first grade test scores and attendance) have been encouraging.

The city school system, working with the state superintendent of schools and the Abell Foundation, is exploring the possibility of offering a Calvert-like program, perhaps using aspects of the Core Knowledge curriculum (e.g., Hirsh, 1988, 1993; Core Knowledge Foundation, 1996) is being considered by the district. While this "scaling up" proposal is in its infancy, it holds promise for improving academic performance of thousands of Baltimore children.

It is important not to get overly excited about this possible scaling up activity too early. Many previous "promising programs" have proven unable to survive the transition from one or two schools to hundreds. For this effort to succeed, it will require, at the least, the following:

1. **Ongoing commitment** from the district's, the state's, the schools', the Abell Foundation's, and the Calvert School's administrations. It is easy to make public pronouncements. It is very hard to stick by a program through years of hard work. Reform can not just be "dropped into a school" as a one-time, "successful restructuring in a box." No such box exists.
2. **Ongoing fiscal commitment.** In this regard, federal **Title I** money could become very important. A private foundation can not possibly fund the level of long-term staff development and materials purchases necessary to implement a Calvert-like reform in dozens of schools simultaneously. This would be a terrible time to cut Title I funding.
3. **Ongoing Staff Development.** Ongoing means years of focused, targeted, program-specific staff development.
4. **Commitment to grade-by-grade implementation of a much more demanding curriculum.** The Barclay students have demonstrated that inner-city children are capable of learning much more. To try to implement a Calvert-like program across a whole school in one year is the same thing as to try to do nothing. Both will fail. Calvert wisely limited implementation to one grade at a time.

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Chairman GOODLING. Mr. Ebrahimi.

STATEMENT OF HAMID EBRAHIMI

Mr. EBRAHIMI. Mr. Chairman, Members of the committee, let me express my appreciation for the opportunity to testify before this committee and support its efforts to bring to life programs that are successful. The good news very rarely makes the front page.

This body is very familiar with Project SEED, in fact, they have a long history with support from Members of the Congress. Thirty-three years ago, Bill Johntz, the founder of Project SEED had an idea that socio-economically disadvantaged kids will succeed if they can be presented with something that is challenging and that is devoid of racial, religious connotations, that the students or the children don't have any negative experiences with this.

Congressman George Miller, in those days, supported the program very strongly and I'll give you a few minutes of history, if you don't mind. And of course, Mr. Reagan supported the program as a pilot for the State of California. Congressman Kildee supported the program in Michigan as a member of the Michigan legislature. Later on, this is now I'm going through many years, a bipartisan group of Senators, Senators Kennedy, Taft, Mondale and Magnuson supported and sponsored a demonstration in which we brought a group of students, a full class from inner city Washington to the Senate Committee and later, Congressman Clay sponsored a year later in 1974, sponsored a demonstration in this room we're sitting in. In fact, Mr. Perkins was the chairman and a group of 30 students sat here and demonstrated what they had learned. In fact, the gentleman who taught both of those classes is Dr. Patterson who is the Vice President and Chairman of the Board of Project SEED and Vice President of the University of Charleston. He's in the audience, sitting here. And of course, a few months ago, Senators Kassebaum and Secretary Riley were kind enough to come to Charleston to sit in on a full day of classes at Project SEED.

The support of the program and its success now stretches over 33 years. Project SEED believes that the key to improving the success of low income, minority students to improve their academic self-concepts by providing them with success in a high status academic subject. Project SEED instructors are highly trained mathematicians and scientists, teach advanced mathematics to full-size classes of elementary and middle school students from low income backgrounds.

Each year, Project SEED provides direct instruction to thousands of students and their teachers and provides staff development and professional development for their teachers, in Dallas, Detroit, Indianapolis, Philadelphia, Oakland and other cities. Project SEED's success has led to recognition by the Program Effectiveness Panel of the U.S. Department of Education, the National Council of Teachers of Mathematics publication, reaching all students with mathematics singles out, Project SEED does one of the directed programs and this is all mostly due to a very effective and long-term evaluation, longitudinal evaluation of Project SEED, inventive evaluations and I'll read some of the outcomes.

In Dallas and also corroborated in Detroit, found that Project SEED students after one term of instruction had significantly high-

er mathematics achievement test scores than did the matched comparison groups.

Project SEED students, although starting at the same achievement level as the comparison students in the third grade, typically scored a full year ahead of the comparison students by the sixth grade, and in the 11th grade continued to score higher than their matched counterparts. This is remarkable because most educational gains typically fade over time.

Project SEED students took more mathematics courses in secondary school, including more advanced mathematics courses. This is important because according to a recent College Board study, "Changing the Odds: Factors Increasing Access to College," the college-attendance gap between students of different socioeconomic backgrounds "virtually disappears among students who enroll in high-school algebra and geometry."

Project SEED's founder, William Johntz developed a highly interactive, question-asking instructional approach, using advanced mathematics as his medium. Johntz' original program, developed and refined over 33 years has a philosophical approach of Socrates as its foundation. Project SEED instructors use the discovery method. They never lecture. They ask questions and lead the students to discover mathematical truths for themselves.

The terms, by the way, and they're not in vogue in the literature, if you look at an article written by Newsweek in the 1970s on Project SEED for some of us who can go back that far, the terms "discovery," "success experience" and so on were rather novel and they are now, of course, in vogue in our literature.

Abstract mathematics is an ideal choice of subject because it is less likely to be associated with past experience or experiences of failure and less dependent on language skills than are other subjects.

The program targets elementary schools to reach students before they're set on a negative academic track. So our policy in Project SEED is to reach students as early as possible. Students being reached, by the way, are by no means selected and the students that we reach are full classes and they're generally within the inner city and generally labeled the low achievers or at most and at best on par. We work with full classes and a whole group of students and we design the curriculum so that slow students, fast students, the disruptive students, if you will, which we don't find too many in Project SEED after they become interested and involved, can all function and be successful simultaneously.

Project SEED class radiates intellectual energy. Students leap into action to answer questions and offer explanations. A list of signals, physical signals keep the students involved. If you raise both of your hands it's a sign for agreement, which is a trademark signature of Project SEED. Hands waved in front of you signify disagreement. There are many other signals in the Project SEED class.

A Project SEED mathematics specialist, who is mathematician or equivalent, moves enthusiastically around the room constantly asking questions and adjusting the flow of mathematics in response to the students' answers. There is never a lecture in a Project SEED class. The 150 questions that a teacher specialist may ask, there

was never a case that he would give an answer to the students. The interaction between the students, intellectual discovery, the interaction between the students comes to the conclusions of mathematical conclusions that deal with logarithms, limits, exponentiation, topics from algebraic structures from college level.

In the Project SEED, the explanation and discovery of new ideas is important as the final triumph of arriving at the correct solution. Students develop critical thinking skills and a willingness to take intellectual risks when investigating new concepts. Also, since class discussions proceed within an atmosphere of collaboration and consensus building, students learn to tolerate and respect opinions differing from their own.

In keeping with the national goals of educating our children for the 21st century, it is imperative to extend and support the quality programs such as Project SEED and with education dollars being Federal, State or local, it is essential to target those programs that have a long history of success.

I would like to invite you to observe a Project SEED class because what I'm trying to tell you now is much like explaining to you what a symphony sounds like and for those of you who have seen the program, they will agree and most of us have preconceived notions of what happens in education. I wish you could have seen the videotape of Senator Kassebaum and Secretary Riley's arrival about 15 minutes into the class and they were excited that they remained in the classroom an hour and a half after it began, where the initial intention was to be there for only 15 minutes. I would like to extend an invitation to all of you, if for nothing else, to have a bright experience in our public schools and in public education.

Thank you.

Chairman GOODLING. Thank you.

[The prepared statement of Mr. Ebrahimi follows:]

STATEMENT OF HAMID EBRAHIMI

Mr. Chairman and Members of the committee:

Good news rarely makes the front page. We hear endlessly about problems in education, rarely about solutions. Let me express my appreciation for the opportunity to testify before the committee and to offer my support for its effort to look at what is already working in the public schools. Indeed, fiscal responsibility and national urgency dictate that we strongly support educational programs with a demonstrated record of success.

It is an alarming fact that in our major cities close to 50 percent of the current ninth graders will not graduate within the next four years. If this trend continues, our nation will not have the educated workforce that the twenty-first century requires. Indeed, this educational failure constitutes a ticking time bomb that threatens our nation's economic and social well-being unless we find ways to defuse it.

To do the most with the resources that we have, we should support and expand those programs that are known to produce results. Today I would like to tell you about one such program, Project SEED a mathematics program with an outstanding record of success for over 30 years.

Project SEED believes that the key to improving the success of low-income, minority students is to improve their academic self-concept by providing them with success in a high-status academic subject. Project SEED instructors (highly trained mathematicians and scientists) teach advanced mathematics to elementary and middle school students from low income backgrounds. The program targets elementary schools to reach students before they are set on a negative academic track.

Each year Project SEED conducts direct classroom instruction for students and provides professional development for teachers, currently reaching over 15,000 students in Dallas, Detroit, Indianapolis, Philadelphia and Chester Upland (PA), and in Alameda, Berkeley, Oakland, and Richmond (CA).

Project SEED's success has led to recognition by the Program Effectiveness Panel of the U.S. Department of Education as an "education program that works," and it is one of 17 model programs featured in *Reaching All Students with Mathematics* (1993), published by the National Council of Teachers of Mathematics (NCTM).

This recognition stems from an outstanding longitudinal evaluation record. For example, the Dallas Public Schools Department of Research and Evaluation studied hundreds of Project SEED students (composed primarily of students from low-income African-American and Hispanic families) and a matched comparison group over an eight-year period. This study, corroborated by a similar longitudinal study in Detroit, found:

- Project SEED students after one term of instruction had significantly higher mathematics achievement test scores than did the matched comparison students.
- Project SEED students, although starting at the same achievement level as the comparison students in the third grade, typically scored a full year ahead of the comparison students by the sixth grade, and in the eleventh grade continued to score higher than their matched counterparts. This is a remarkable result because most educational gains by innovative programs typically fade over time.
- Project SEED students took more mathematics courses in secondary school, including more advanced mathematics courses. This is important because according to a recent College Board study, "Changing The Odds: Factors Increasing Access to College," the college-attendance gap between students of different socioeconomic backgrounds "virtually disappears among students who enroll in high-school algebra and geometry." As College Board President Donald Stewart states, "The contrast between students who do and students who don't take math is almost magical."

The Project SEED Method

Project SEED's teaching methods, along with its training and professional support for its staff, are integral to its success and stand as a model for school districts and universities. In founding Project SEED in 1963, William Johntz developed a highly-interactive, question-asking instructional approach, using advanced mathematics as his medium. Abstract mathematics is an ideal choice of subject because it is less likely to be associated with past experiences of failure and less dependent on language skills than are other subjects.

The success of Project SEED is clear. To describe the program for you I begin with a quote:

> *And if someone will keep asking him often and in various forms, you can be sure that in the end he will know about them as accurately as anybody. And no one having taught him, only asked questions, yet he will know, having got the knowledge out of himself.*
>
> Socrates from Plato's *Meno*

Project SEED has the philosophical approach of Socrates at its foundation, developed and refined over 33 years. Project SEED instructors use the discovery method. They never lecture. They ask questions that lead students to discover mathematical truths for themselves.

The four elements described below are key to the success of the Project SEED model: the methodology, the curriculum, the background of the instructors, and the intensive training and quality management program. While other programs incorporate some of these components, only Project SEED combines them into a strong, unified program structure.

The Group Discovery Method In Project SEED classes, the discovery method is used with the whole class. Questions provide a framework for discovery. Students discover concepts in algebra and higher mathematics through exploring questions posed by the instructor. Debate and discussion are encouraged by strategically placed questions and by continual positive reinforcement of students who respond thoughtfully to each other's insights and who take intellectual risks. The longer students remain in Project SEED, the more their mathematical knowledge and understanding increases and the more intellectual confidence they demonstrate.

In a Project SEED class, the process of explaining and discovering new ideas is as important as the final triumph of arriving at the correct solution. Students develop critical thinking skills and the willingness to take intellectual risks when investigating new concepts. Also, since class discussions proceed within an atmosphere of collaboration and consensus building, students learn to tolerate and respect opinions differing from their own.

Project SEED instructors use a unique system of techniques to gain feedback from the students and to keep the entire class involved. The intellectual vigor of a SEED class finds physical expression through a set of hand signals that students use enthusiastically to express their opinions. Hands waved rapidly back and forth in front of the chest indicate disagreement with an answer or a point being made; arms in the air indicate agreement; other signals communicate partial agreement, indecision and questions. Students may be asked to show answers on their fingers, to chorus answers as a group or to respond on paper.

These techniques serve several purposes. First, they provide opportunities for students to stay involved and to participate continuously. They eliminate the frustration that students experience when they want to answer a question but are not chosen to respond. Second, the instructor is able to monitor the level of understanding of the entire class and to modify the flow of the curriculum accordingly. Third, the techniques are a classroom management tool. They allow students to respond frequently and enthusiastically while maintaining an atmosphere of decorum and respect. Finally, many shy or uninvolved students begin their participation with chorus or nonverbal responses, gaining confidence over time to volunteer their answers individually. This is particularly true of students whose language skills are limited or who have come to think of themselves as "slow."

Although Socratic or discovery teaching can be used with small groups or individual students, Project SEED has found it is most effective in a large group (whole class) setting when coupled with the feedback and involvement techniques described above. Students are able to expand on each other's ideas and do not feel put on the spot if they are unable to answer a question immediately. Students are empowered by the collective effort of the group.

Curriculum Project SEED curriculum consists of topics from algebra, calculus and higher mathematics that are chosen to reinforce the regular curriculum and to prepare students for success at the high school level. It boosts their self-confidence by providing them with success in advanced mathematics which is widely recognized to be both difficult to learn and vital to our increasingly technological society. Emphasis is placed on conceptual understanding, problem solving methods and critical thinking, not rote memorization of algorithms.

At each grade level, the sequence of topics is carefully designed to involve students in an in-depth mathematical inquiry of a unified body of material. The math specialist's questions lead students to discover mathematical methods and principles. Concepts are presented in a spiral manner in which repeated exploration of previous topics is woven into the investigation of new material. This reinforces and deepens students' understanding and gives them a sense of mathematical power and accomplishment.

In the 4th, 5th and 6th grades, Project SEED students learn about algebraic structure through the study of integers and rational numbers, exponentiation and logarithms, summations and limits. Topics from analytic geometry, number theory, combinatorics, probability and other branches of mathematics may also be explored.

Mathematics Specialists Project SEED instructors, called math specialists, are mathematicians, scientists and engineers who hold a minimum of a bachelor's degree in mathematics or a mathematical science. Many have advanced degrees. Over the years a number of corporations and universities have released their research scientists and faculty to be trained and to teach in Project SEED classes to the mutual benefit of both organizations.

The choice of instructors with training in mathematics is critical. In order to encourage conceptual understanding of advanced mathematics, Project SEED instructors need to understand it in depth. This enables them to identify the correct thinking underlying technically incorrect answers and to reward students for their efforts while encouraging them to continue their mathematical exploration. It also allows the instructors to continually modify their question strategy based on student feedback. If students are having difficulty, the math specialist asks a series of questions which develops an alternate approach. If the students master a new topic with ease, the Project SEED instructor is able to bring in further applications or examples from higher mathematics to keep the lesson challenging. The instructors' knowledge of and love for mathematics makes them naturally adept at generating enthusiasm and appreciation for the subject.

Mathematics Specialist Training and Ongoing Quality Management Training for Project SEED instructors is rigorous and on-going. Before being hired to

teach in the program, applicants must complete a rigorous 12–20 hour training/selection process to determine their aptitude for discovery teaching.

Once hired, math specialists undergo extensive training based on observation, supervised teaching, critique and analysis, workshops and discussions. New instructors are carefully supervised and their classes monitored on a daily basis by experienced specialists.

Ongoing training is required for mathematics specialists at all experience levels. All specialists participate in several workshops each week on curriculum, methodology and mathematics. In addition to the workshops, peer evaluation and coaching continue throughout a specialist's tenure with Project SEED. SEED instructors observe and critique each other on a regular basis, gaining new ideas for their own classes and providing valuable professional feedback to their colleagues at the same time.

This provides a structure that allows maintenance of the high quality at each site. Innovations are shared and incorporated throughout the program while problems receive the input of the entire organization to solve them before they become intractable.

Direct Classroom Instruction

Project SEED brings mathematicians and scientists specially trained to use a Socratic, discovery method of instruction into inner city elementary and middle school classrooms on a daily basis. The SEED instruction is in addition to the regular mathematics program for the students and constitutes the core of Project SEED's professional development program for their teachers.

Professional Development for Teachers

I am ten times the teacher I was before Project SEED. I can't say that any staff development program has helped me more.

Sonja Grove, Portland, Oregon

Project SEED also provides a broad spectrum of inservice activities for classroom teachers through observation, seminars and workshops based on the pattern of Project SEED's internal training. Although the specific curriculum taught in SEED classes requires substantial preparation in mathematics, there are many aspects of the program that can be incorporated by classroom teachers to complement and improve their basic program. Project SEED training provides teachers with methods of generating high participation and feedback from the entire class. It also demonstrates ways of guiding students to discover concepts for themselves in mathematics and other subjects.

Intensive training in the discovery method is available for teachers who have Project SEED in their classrooms. The regular classroom teacher remains in the room as a participant and observer during the Project SEED lesson. Each SEED math specialist meets regularly with the classroom teacher to discuss the progress of the class, coordinate with the regular mathematics program, and answer questions about teaching mathematics. Project SEED also offers workshops and seminars on mathematics and methodology for teachers.

Teachers are encouraged to incorporate SEED techniques into their own teaching of mathematics and other subjects. Frequently, teachers' expectations for their students are increased after seeing their students succeed in advanced mathematics. Many teachers report understanding certain concepts in mathematics for the first time after seeing them presented during a Project SEED lesson. Surveys and evaluations show that over 90 percent of the teachers we work with incorporate one or more of the techniques after seeing them modeled by the Project SEED specialists.

Impact

In my thirty-nine years in public education, I don't believe I've ever been associated with a program that does as much for young people as Project SEED, particularly as it helps them to grow in their self-esteem and self-confidence to master difficult concepts.

Linus Wright, former U.S. Undersecretary of Education, former superintendent, Dallas Independent School District

Positive feedback about the impact of the program comes from a variety of sources. We have attached a sample of the many comments we have received from principals and teachers. Several reports from former students follow.

Tamika, an eighth grade Oakland student told us that she and three of her classmates, now in algebra, kept all of their Project SEED notes from the fourth, fifth and sixth grades. They confer nightly about algebra and frequently consult their notes when they recall learning the same concepts earlier.

Kyra, a student from Detroit, was awarded a full scholarship to attend Phillips Academy in Andover. She was in Project SEED in the fifth grade and continued to participate in a Saturday follow-up program, eventually becoming a tutor. Her application essay focused on the impact of her Project SEED experience and how she tries to replicate that with her own students.

Paul, one of Bill Johntz's original SEED students now a San Francisco attorney, credits the knowledge that he was able to do algebra as a fifth grade student with giving him the confidence to get through law school. He reports, "Project SEED was a tremendous confidence builder ... but not only did it build confidence, it sustained ... confidence in my later life as well."

Demarron of Dallas went on to study engineering on a scholarship at Florida A&M. He attributed much of his success to his Project SEED classes in the fifth and sixth grades. Until that time he was a shy student, nervous about participating, who struggled with vocabulary. After about a month, he began to participate and went on to become one of the best students. He told us "SEED really taught me how to think. I became much more analytical, more of a problem-solver. In SEED, we learned to look at problems in a lot of different ways, to consider many answers before arriving at the one that fit the best. SEED didn't just help me with my math; I use the skills I developed through SEED to write my English papers, to arrange my thoughts, to proofread."

Several years ago, the Director of Mathematics for the Dallas Independent School District wrote to us about the success in a state-wide mathematics and science contest of 13 African-American students who had received Project SEED instruction in elementary school. She described the students as capable of "earning Ph.D.'s in mathematics" and "brilliant, confident, poised and very articulate." Moreover, she reported that in her eight years of experience with Project SEED she never found a former SEED student in remedial high school mathematics courses in grades 10–12.

Conclusion and Recommendations

In keeping with the national goal of educating our children for the society and economy of the twenty-first century, we must cultivate high quality education programs.

Federal education dollars are in short supply. It is essential that they be spent only on successful programs that will get the job done. Programs such as Project SEED must be supported and expanded to demonstrate that effective change is possible.

Regional staff development centers should be established for the dissemination of programs such as Project SEED. The high quality methodology, curriculum, and training approach of Project SEED to children and teachers can serve as models for every district in the United States.

In closing, I would again like to thank you for this opportunity to testify on behalf of a program that is working in today's public schools. The evaluation results are clear, and the program's record of success is undeniable. If there were a class of Project SEED students here with me today, you would see their joy and self-confidence as they mastered topics from high school and college level mathematics. To see a Project SEED class in action is a truly memorable experience. And so I would like to end by extending you an invitation to visit a Project SEED class in your area so that you can see these wonderful things for yourselves.

COMMENTS ABOUT PROJECT SEED

Presently, my fourth and fifth grade teachers have classes involved in the program and I am gratified with the results I see. The program has improved teachers' perceptions of students' ability and there has been a positive effect on the students' math responses and self-esteem. CAT scores improved last year due to their increased critical and logical thinking. Project SEED provides qualified, energetic mathematicians to teach the SEED math curriculum. The instructors provide exciting lessons, immediate feedback through signals, ongoing evaluation as well as distributed and massed practice. Students bring their homework back and utilize their notes in class. An excellent program.

Patricia Baker, Principal, Marsh School, Detroit, MI

Project SEED is a fascinating program. It teaches kids to think and motivates them strongly in the joys of teaming.

James McCrory, Director (Atlanta), Bell Laboratories

In all my experience with training programs in major corporations and universities, Project SEED training represents the absolute best of its kind.

Ralph Dosher, Manager for Worldwide Training, Texas Instruments

I found Project SEED to be an excellent program. My students were highly motivated and involved in their instruction with [the Project SEED instructor]. The students were taught to think mathematically rather than follow rules and move numbers around. While the instructor developed basic principles and concepts of math, discussion touched on a broad range of topics, such as geometry, Roman numerals, fractions, each of the operations and mathematical predictions. In the end, my students were working algebraic equations which I first confronted in high school and college, and at times arguing amongst themselves as if their lives depended on it.

Jim O'Hara, Teacher, John Hope School, Indianapolis, IN

The presentation was fast paced and high energy. The students were obviously engaged and enjoying the lesson. I can easily see how the process builds confidence and self esteem among the students. I can also see where SEED could build the skills of the classroom teacher by modeling some strategies she may not have previously known.

James R. Smith, Senior Vice President, National Board for Professional Teaching Standards

Project SEED is directly responsible for our students' problem solving approach to their studies. We also believe our increase in percentages on standardized tests is directly related to Project SEED. Project SEED has helped me. I encourage my staff to try new teaching strategies. One teacher, who was involved three years ago, continues to use these strategies today with her prefirst graders.

Patricia Sawyer, Principal, Wright School, Philadelphia, PA

Over an eight year period, Project SEED students significantly outscored matched comparison students on 140 out of 148 possible comparisons. In fact there was only one case where comparison students outscored SEED students and that was not statistically significant.

William J. Webster, Ph.D., and Russell A. Chadbourn, Ph.D., Department of Research, Evaluation and Information Systems, Dallas Unified School District

Thank you for a great experience! The past two weeks rank at the top of my most valuable learning experiences. Project SEED has changed forever the way I will conduct staff development with my teachers and the way I will conduct meetings. In your institute I not only learned what the inquiry method was about, I also had an opportunity to use it through funruns. I am convinced through these experiences that it is far more beneficial to the learner to ask a question and draw the knowledge out of the student than to tell the student what I want him to know.

Jane Lampton, Principal, Robert E. Lee School, Dallas, TX

These children of varying degrees of ability have learned algebra well. It's fascinating just to watch the light bulbs go on in their heads. Almost 99 percent of my children's math grades increased. I can't think of a single factor in the public school system, for the last 19 years of my teaching experience, that's had such an impact.

Marta Bivins, Teacher, Gompers School, Philadelphia, PA

My direct observation indicates clearly that the children do grasp concepts which some of my undergraduate mathematics students at MIT were vague about, and that the children show a genuine intellectual curiosity which I would be glad to see more widespread among our graduate students at UCSD.

George E. Backus, Professor of Geophysics, University of California, San Diego

For seven years the SEED program has been helping Jefferson Davis students improve their performance on mathematics sections of standardized tests. Davis students enrolled in the SEED program like mathematics and seem to have more self-confidence than non-SEED students. The teachers have benefited as well. They now incorporate some of the SEED strategies in their mathematics lessons to increase motivation and excitement.

Farris Smith, Principal, Jefferson Davis School, Dallas, TX

I have never seen anything like it in my nearly 35 years in education ... Unbelievably high rates of student response opportunities. Unbelievably high rates of positive teacher-to-pupil interactions. Unbelievably high rates of positive teacher interaction to student response opportunities ... Remarkably high levels of student on-task behavior.

Dr. Glenn Latham, Professor of Education, Utah State University

My class' participation in Project SEED has been most beneficial and rewarding. The techniques used by [the Project SEED instructor] not only encouraged critical

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thinking, but reinforced the students' self-esteem. The concepts and skills taught reinforced and extended concepts and skills in our regular math class. I especially like the method of encouraging students to explain how they arrived at an answer. All students participated eagerly. [The Project SEED instructor's] energetic method of instruction is amazing. We were indeed fortunate to have this experience.

Winifred Jefferson, Teacher, Lewis W. Gilfoy School, Indianapolis, IN

I wish to state without equivocation that Project SEED is the best classroom program I have experienced in my past 40 years in education. I have been a teacher, administrator, consultant, and entrepreneur. Nothing I have seen or experienced has reached the height of Project SEED. Consistency of the instructional model, motivation of students, amount and retention of learning, and the long-range implications of SEED's process-centered instruction constitute a system that ought to be used or adopted in all schools. Low ability and high ability students and all in between are stimulated by daily input from the SEED instructor.

Robert E. Shore, Ed.D., Teacher, Washington School, Richmond, CA

Chairman GOODLING. I would ask the Members to be as brief as possible with their questions and those on the panel to respond as briefly as possible, so that we don't short change the second panel in either time or participation of Members.

Mr. Weldon, I think you arrived first, Dr. Weldon.

Mr. WELDON. Thank you, Mr. Chairman, and I want to thank you for scheduling this very innovative hearing and I have to say I've learned a lot by hearing from all of the witnesses today and I want to thank all of you for coming, especially, Mr. Atchinson, who brought his lovely family along with him. And I guess I'd like to start my questioning with you. I think you had a fascinating testimony to give us and I very much appreciate you coming here and sharing that.

Were you basically saying to us that this program, Even Start, is the thing that really turned your life around? It sounded like you were really in trouble as a young man. You dropped out and moved out of your house. How did you get from there to where you are today? Is the Even Start Program the thing that really did it for you or were there other factors that contributed to your change of course in life?

Mr. ATCHINSON. I would say that the Even Start Program was the fulcrum and the teachers and community were the leaders. Neither one alone would have accomplished what the two together accomplished. You're exactly right in saying that up until our involvement in Even Start I wouldn't say our lives were hopeless, but they certainly didn't have the potential they have today.

Mr. WELDON. How did you get plugged in with Even Start? Who told you about it?

Mr. ATCHINSON. I was approached, as an elementary aged student, I was a wild and crazy young man and it was that elementary principal who came to me and said you know, I know your past and I know your potential and I think that this could be something for you.

Mr. WELDON. He just came to you off the street?

Mr. ATCHINSON. I've known him a long time. He was a good friend for years after I had left the school. His name is Dr. Larry Schrader and he called me at home and asked me if I would come into the school and sit down and talk to him about the program. He said it was a new program and he would like some of my input.

Mr. WELDON. Okay. He actually reached out to you?

Mr. ATCHINSON. He reached out to me.

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Mr. WELDON. And being at the graduation, you said, and seeing the other people there getting their diplomas, why were you at the graduation?

Mr. ATCHINSON. Well, all of my friends were there. It was a big moment. There are times you just know something is passing you by. You can't put it into words. It's a sense. So I went to watch my friends graduate. My original intention was just to go and kind of pay respects to them, to watch them. The emotions that went through me were completely unexpected as I sat there and watched them one after the other, heard their names called, saw some of them receive scholarships. Each name was like an additional blow. It was until it was completely done and I had had time to go home and think about it and reflect what was I feeling and why did I feel that way did I begin to realize that some of the choices I'd made were not very good choices.

Mr. WELDON. What is the time relationship between going to that graduation ceremony and when your principal reached out to you and told you about Even Start? Was it after that?

Mr. ATCHINSON. It was about 12 years.

Mr. WELDON. Twelve years later?

Mr. ATCHINSON. Yes. I went from that graduation, I wound up on a flat in the inner city. We were on welfare. I had to do some work relief, but the State bought me lunch and everything. It was not a tough life.

Mr. WELDON. So it was a long time between that event and getting involved in Even Start. My time is quickly getting very short, so I'd like to move on.

Ms. Cherkasky–Davis, I was fascinated with the story about the school that you developed in Chicago. I'm just curious about a couple of things. One of them is when you set this up, what was the response of the Union, the Teachers' Union to the development of this innovative approach?

Ms. CHERKASKY–DAVIS. Our Chicago Teachers' Union had six years ago traditionally been strictly bread and butter issues and then five years, a year after that, they received a $1.1 million grant from the MacArthur Foundation to transform teaching and learning in Chicago. It had been a clear indication that what was working in Chicago Public Schools were not working, and so they were told——

Mr. WELDON. My time is up. Maybe you can just tell me——

Ms. CHERKASKY–DAVIS. They were told to transform and very much supported teacher-led efforts to do so, and in fact, on our behalf helped to lobby the Board of Education and the community to set forth——

Mr. WELDON. So the Union actually worked with you and helped you rather than——

Ms. CHERKASKY–DAVIS. Yes. They helped us get Union waivers for time, for restructuring classrooms, for banking time for professional development. They did assist and still do.

Mr. WELDON. Very good. Thank you, Mr. Chairman.

Chairman GOODLING. Mr. Roemer.

Mr. ROEMER. Thank you, Mr. Chairman. I too would like to salute you and the Ranking Minority Member for having this hearing. When so many children are engaged in the failure to learn and

when more and more of our children in inner cities are having problems with poverty and getting to school and feeling safe in their neighborhoods, I think it is crucial that we hear from people like this about what can take place to reform in innovative and creative ways these opportunities for children to learn and with a positive emphasis that we put on this panel.

I would just put a plug in for a movie that I recently saw since we're seeing so many negative and violent and profanity-ridden movies, Mr. Holland's Opus is a marvelous movie starting Richard Dreyfus about the positive impact that one teacher can have, not only upon the individuals in the classroom, but on the entire community and I highly recommend that movie for the kind of values that we're talking about here this morning.

Mr. WELDON. Would the gentleman yield for a second?

Mr. ROEMER. I'd be happy to.

Mr. WELDON. Is it safe to bring a 9-year-old to that movie?

Mr. ROEMER. It is not only safe to bring a 9-year-old to that movie, I think it's safe to bring Mr. Atchinson's children who are younger than 9 to that movie, Mr. Weldon.

Mr. WELDON. Thank you.

Mr. ROEMER. Mr. Atchinson, I would start maybe with you and with your eldest daughter is Jessica. If I could ask Jessica a question, would that be okay with you and the Chairman?

Mr. ATCHINSON. That's fine.

Mr. ROEMER. Jessica could you come up to the microphone, please? How are you this morning?

Ms. ATCHINSON. Good.

Mr. ROEMER. What's your favorite subject in school?

Ms. ATCHINSON. Math.

Mr. ROEMER. Math?

Ms. ATCHINSON. Yes sir.

Mr. ROEMER. And I understand you're a straight A student?

Ms. ATCHINSON. Yes.

Mr. ROEMER. Your dad was bragging about you a little earlier. Now why are you so interested in school and how do you do so well?

Ms. ATCHINSON. I like school because, I mean everybody is nice there and——

Mr. ROEMER. It's a fun atmosphere to learn in?

Ms. ATCHINSON. Yes.

Mr. ROEMER. And have your parents been helpful to you too, in terms of role models and heroes? Who do you think are the most important people in your life to help you do well in school?

Ms. ATCHINSON. Well, actually my mom and dad, because if I have a problem or something, if I can't get a problem, I'll just ask them and they can help me work it out.

Mr. ROEMER. Great, Jessica, thank you so much for your testimony and for your sisters coming up here this morning, too.

Mr. Atchinson, if I could ask you a question, where might you be today if that elementary school principal had not come to seek you out 12 years later?

Mr. ATCHINSON. Well, if we weren't outright on social services, I probably would be working at some blue collar job with a limited future. I really—I saw no future, so it's hard to look back and

imagine where I would have wound up. The road has diverged for me so far, I don't even like to look back.

Mr. ROEMER. Well, we certainly appreciate your frank and honest testimony on the impact of Even Start and the importance of programs like Head Start and so forth on you and your family and future generations.

Mr. ATCHINSON. I'd like to remark, we had no idea how many people stood behind people that stood behind us that stood behind those people and to get that letter and to come here and look around and realize just how far it goes, says a great deal.

Mr. ROEMER. Thank you, Mr. Atchinson. Ms. Cherkasky-Davis, if I could ask you a question. When your parents sign the contract to do the reading to the students at night, to participate in the school at least one day or three hours a week, one day every two weeks, what if they break that contract? What happens to the student?

Ms. CHERKASKY-DAVIS. Well, I can't say we have 100 percent participation, but we do have 80 percent. The parents themselves monitor each other. We find other ways that parents can fulfill their contract if they're not doing what they're supposed to. We reach out to them and our parents do. We never punish or discipline a child because the parent doesn't do that. Once the child is in the school, the child is in the school.

We do find other ways for them to get a bedtime story. One is a dial-in bedtime story on our AT&T hotline.

Mr. ROEMER. Can you give that number?

[Laughter.]

Mr. ROEMER. Lastly, what other schools are picking up on your idea in the Chicago area?

Ms. CHERKASKY--DAVIS. Well, we've just let a proposal from the Board of Education to open up several under-utilized closed buildings for multiplex purposes which will have as many as three, four or five autonomous schools housed in them. The proposals are going on right now, so I'm not sure how many will come to fruition. We also use buildings not necessarily Chicago public school buildings, museums. At the moment there are 47 small schools that have replicated, not necessarily our philosophy, but the teacher-designed small school model.

Mr. ROEMER. So current schools don't transform their existing school. They——

Ms. CHERKASKY-DAVIS. It can.

Mr. ROEMER. For the most part, they're getting a new building?

Ms. CHERKASKY-DAVIS. No. There's a number of different ways. Rump groups in schools are forming schools within schools. Some principals and local school councils are breaking down a whole 1,600 member school into five small individual schools that the teachers themselves can design and the families can choose ownership in. There are a lot of different models, a lot of different ways to do it.

Mr. ROEMER. Thank you, and I'd like to visit your school if I could some day.

Ms. CHERKASKY-DAVIS. Please do.

Mr. ROEMER. Thank you.

Chairman GOODLING. Mr. McKeon.

Mr. MCKEON. Thank you, Mr. Chairman. I really enjoyed the hearing this morning.

Mr. Atchinson, I had kind of a similar experience to you. I quit college when I had about one class left and then I finally graduated in 1985 and the motivation for me was my oldest daughter who was graduating, and I thought it would be nice if we could do it together. In the meantime they had changed requirements so I had to pick up a few more classes, but it was a great experience to go through the graduation with her.

What I'm kind of curious about is, if that principal had called you maybe one year after that graduation, would you have been ready yet, or rather did it take the 12 years of experiences, which probably weren't the experiences you would like to be having, to kind of get you ready for him to reach out? It seems to me that a lot of what happens to us is individual motivation.

Mr. ATCHINSON. I think that I could say yes from both directions. The day I went home from that graduation was the beginning. I knew then that I had made mistakes and that I really had to start working on my life, but I'm altogether sure I was ready. I had some hard lessons to learn still. Some of us are late learners, so I think that it really did take the time to get there, particularly, the most important was the children. When I stood at that graduation, I didn't have children. I was only thinking of me, what I had lost. The big thing of Even Start is the family. I began to think about my children and what they could lose if I didn't get going.

My wife says to me boy, when the eldest child was first born she said you went through such a change. All of a sudden things started to matter that didn't matter before. I think sometimes life has to step in and give you a wake up call.

Mr. MCKEON. And I might say it isn't over yet. As you go through life you'll continue to have more motivations and more changes.

Mr. Atchinson. I think you're probably right.

Mr. MCKEON. Did you have any potential Union problems? Dr. Stringfield, I would like to kind of ask the same thing that was asked earlier of Ms. Cherkasky–Davis. I'm just going to assume that everything didn't just happen smoothly in this partnership but maybe it did.

Mr. STRINGFIELD. Everything did not happen smoothly, but Baltimore is the American Federation of Teachers Union and the Union was the latest of the problems. In fact, the American Federation of Teachers had been one of the active encouragers, underwriters, supporters of the project throughout.

I suspect that 10 years ago it would have been difficult to do with the arrangements, but the Union has been very encouraging in finding alternative ways to just get the job done, just find ways to educate the children. They've been very supportive of the process.

Mr. MCKEON. Were there other problems that you resolved which could provide counsel to others that are trying to do the same type of thing?

Mr. STRINGFIELD. Funding is always an issue. Staying with it for the long term and not believing that just because you've done something, brought something over in a box on Tuesday means

that you've done it by Wednesday. It's a multi-year. Barclay is now in its sixth year and I would say—if they were here, they would say they have a lot yet to do. It's a very long-term process that people tend to lose patience with. We're Americans, we're an impatient group of people, but I think Barclay says it's worth the trouble, if you hang with it for a long time. I'd say that's it.

Mr. MCKEON. I saw you, Ms. Cherkasky–Davis, nodding your head. Did you deal with some problems which could provide us with helpful insight?

Ms. CHERKASKY–DAVIS. I think that our biggest problem was with the Board of Education that said this can't be done. Teachers are not necessarily the experts and families don't know what is best education and those standardized tests tell us the whole picture. And so we had to have a lot of research and a lot of proof and a lot of backbone to show them what did work.

Mr. MCKEON. Excuse me, did the Board come to that opinion on their own or were the administrators helping them a little?

Ms. CHERKASKY–DAVIS. We're all teacher led, so we don't have a traditional principal as such because no principal would touch us and so we just lobbied. We went to every committee. We brought videotapes. We brought kids. We invited the media, the legislators. I mean we became political. We didn't know education was political at that time. We thought it was about being great teachers and teaching kids and that would speak for itself and we have learned, as you know, otherwise.

One thing we found, we asked about the Union earlier, was peer evaluation. That was one thing that was very difficult for both the Union and the Board to accept because they have Union seniority guidelines and I strongly support that and yet we were able to evaluate our peers so that if we all came together with an agreement that if one of us isn't working out, either we don't share the management or aren't producing in our classrooms, we will agree with the consensus of the group as to our future at the school, after long remediation. That flies in the face of tenure and everything with the Unions. We were able to waive that. It does the same thing with the Board of Education. It pays you on seniority.

Mr. MCKEON. You waived seniority and tenure?

Ms. CHERKASKY–DAVIS. We waived seniority, not tenure.

Mr. MCKEON. Okay.

Ms. CHERKASKY–DAVIS. Seniority at our school. We would always find placement for another teacher within the system if need be and once we did do it.

Mr. MCKEON. Thank you very much.

Chairman GOODLING. Do you have any openings? I want to send my wife out once a week. I have to hear about this.

Ms. CHERKASKY–DAVIS. She can substitute in my classroom so I can be here. None of us are free. We all cover each other.

Chairman GOODLING. I have to hear about the sins of the building principal and the elementary supervisor and the superintendent of schools. I always tell her "You have 60 credits beyond your bachelor's so why don't you assume one of those jobs?" And she said, "I want to teach and I want them to go away and let me teach." So maybe your school would be the answer, so that we could have a harmonious household.

[Laughter.]

Ms. CHERKASKY-DAVIS. We have principals that say I'll never do breakfast duty or wipe the noses of those five year olds. We thank them for their applications.

Chairman GOODLING. Mr. Miller?

Mr. MILLER. Thank you, Mr. Chairman, and thank you very much for holding this hearing. I think it's been very helpful and I want to thank our panels for their presentations and urge my colleagues to read their statements which are longer than their oral presentations.

I think this hearing and this panel say something about the basics of education. If you look through the submissions to this committee, what you really see is first of all, sort of an undying belief that our children are capable of much more than we have historically asked of them, and a conclusion that they can learn the curriculum that we think as a society is necessary.

The other one is kind of interesting, a faith in teachers, by empowering teachers and allowing them and in some cases the principal to participate in the design and bringing coordinators, but empowering people at the site to have some say in what is going on as opposed to the central office. The fact that in each of these programs, mainly because of the constituency—a lot of them deal with low income individuals—a focus is not only the students, but also the family. Is there something else going on in that relationship that is perhaps causing that student to be somewhat dysfunctional in that school, either their learning ability or their social background—so you're looking at a holistic approach here in terms of not taking a student in a vacuum.

Also, you are seeing a considerable amount of time and effort and money spent on teaching skills to the teachers. You have professional clinical days for teachers. Project SEED takes already skilled mathematicians and then teaches them additional skills about teaching these students. They're qualified in the subject matter. They're qualified in the technique. Each of you have programs within your programs about qualified people learning qualified technique.

Finally, the suggestion in the debate yesterday or last week was that Federal funds are harmful to these kinds of efforts, that if we got rid of the Federal funds and Mr. Cunningham said only 20 cents of the dollar, but it happens to be 96 cents of the dollar goes to the State, then these kinds of flowers could blossom. Well, the fact is these flowers are here to testify today. Mr. Stringfield talks about the ability of Chapter 1 funds. Also Ms. Davis talked about Chapter 1 funds.

Ms. CHERKASKY-DAVIS. Title I.

Mr. MILLER. I've been here longer than some other people. Title I played a significant role. Even Start, obviously the genius of the Chairman and others, of coming up with this approach, and Project SEED, of course, eventually provided Federal seed money to get that going.

The other thing that's rather interesting is we keep talking about somehow the Federal Government is keeping the private sector out. In each of these programs what you have is an opening of the door to the community, whether it's the scientists and mathematicians

of Project SEED, the nonprofit corporations, the business community, under the Barclay/Calvert program and the community in a general sense. The Chicago program and Even Start, obviously, calls in the community. So what this panel really does is it defies a huge amount of rhetoric about the evil of Federal involvement in local initiatives to deliver education to your communities. The fact of the matter is if a school district is willing. Questions here have been raised about the Union. If people had been reading Mr. Schanker's weekly column in the New York Times, liberals would be aghast and everybody else would be embracing it, I guess, because what he's calling for are these kind of collaborative efforts. As Ms. Davis said, get the job done. I think that there are all kinds of roadblocks. Very few of them are at the Federal level. There are problems with local boards and local unions, but under the former superintendent of schools in New York, Martinez from San Francisco, teachers didn't mind giving up tenure to participate in a program where they would have power and to show their stuff and their talent. They were prepared to be evaluated in five years and if they didn't get results be prepared to be fired. They stood in line for the opportunity to do that and now the parents are standing in line for the opportunity to enroll their children in these schools, sometimes in line for 24 to 48 hours in advance.

So what we ought to do is stop attacking this and try to see if we can contain it to foster these examples. Project SEED and these others have not only the ability now to replicate, but also to look over a longitudinal period of time and say this is working and it is consistently working. We think we're starting to see where some of the Even Start outcome. And Calvert is new, but you now have several years under your belt. But it also goes to the funding. In each of your testimonies, stable funding becomes a fairly important part of that. I really appreciate your coming. That's my spin on it and you're welcome to take a moment to disagree with it, but it kind of says what is the best in education and I'm not sure it's a mystery. I think it's more of a commitment about our children and about some of the needs of our families so that they're "school ready" if you will.

Mr. EBRAHIMI. May I make a statement?

Mr. MILLER. Yes.

Mr. EBRAHIMI. We have been a little over 30 years seeing the pendulum go back and forth regarding education and we have been on a large scale involved literally where the rubber meets the road. We are in the field, in the trenches, on a large scale in cities where people often believe, for example, that minority students cannot learn higher mathematics or women should be excluded from certain segments of this society.

When I tell people that if you take any inner city student in the United States, the greatest country in the world, and you take any group of ninth graders, over 40 percent of them will not graduate, it should be like a ticking bomb going in our heads. We do not have at this moment an educated, competitive work force and our biggest resource is within our inner cities. If you look at any major city, 60 percent, 70 percent, 90 percent and in some cases, 100 percent of inner city schools are minority. So for us, it's always for the programs that I'm sure everyone will agree with us, we are the re-

ality that is the myth of Sysiphus. We constantly have to put the rock upwards, being superb and excellent does not mean that you have open arms to be welcomed everywhere.

If we are going to be serious, it's going to take every effort on the part of local, State, Federal Government, corporations, to get this job done. I don't think in my opinion and my experience within the university, within the school systems across the country, other than that, and under that wig, we can reach the objective that we're trying to do and reserving the trend.

Chairman GOODLING. Mr. Knollenberg.

Mr. KNOLLENBERG. Chairman, thank you very much and thank you for engineering the testifiers we have here this morning. I want to thank all of you for your testimony.

I'm going to start by talking about something I think Ms. Brown and I missed in your verbal testimony, but I caught something in the written form and it has to do with Even Start and how it positively addresses the cultural issues. I happen to come from a district that is very multi-cultural. It's in Michigan, just on the north and eastern borders of Detroit. A couple of my communities have as many as 45 even 50 different languages which are spoken. Obviously, that would make or translate into a mess if they spoke all of those particular languages. Another community has close to 60. Most of the people are first generation and some are second generation.

You had said that this program, Even Start works very well with fostering some successes in the second language arena or area. Now you're from Oklahoma City and I think you mentioned that you had several different ethnic groups.

Would you say that—well, how many do you have? Just give me a little bit of a picture as to how you do work with the different groups and what do you see as the success that comes out of Even Start?

Ms. BROWN. Our particular situation in Oklahoma City where our Even Start is located is that the community is 75 to 85 percent more Latino. So this is the predominant second language and second culture that was represented in our program, but through our staff, through our community, reaching out to every group there, we do have all of these ethnic groups that I mentioned. I think it goes back to the philosophy of Even Start in building on the strengths of people and being sensitive to other cultures and sensitive, yes, we teach them English as a second language. That is part of the curriculum. That is one of the things that they're there for, but we foster appreciation for that original culture also.

We encourage them to continue to speak at home so that their children continue to speak the language that they had in their country of origin. One of the things that we know as we approach things from a family perspective is that when one generation—and the majority of our students in Oklahoma City are first generation immigrants from Mexico and what we see happening, if the children come into the school system and of course it can create a problem because they don't speak the language and we have all of the bilingual issues, the children who have been in Even Start eradicate that problem. They go to the public school ready to speak both languages. But we see a very divisive force at work in the family.

The children learn to speak English. It's very hard for adults to learn a second language. Respect is lost. So you break down the family and then the drop out rate in minorities is so great and I think this is part of where it comes because the influence of the family is lost. The example of parents——

Mr. KNOLLENBERG. So the introduction of bringing the parent into the arena greatly increases the chance of——

Ms. BROWN. Tremendously.

Mr. KNOLLENBERG. I've got a limited amount of time and I want to ask another question or two. Let me direct—thank you very much, by the way.

Dr. Ebrahimi, am I pronouncing that correctly?

Mr. EBRAHIMI. Yes sir.

Mr. KNOLLENBERG. I'm very aware of the SEED program and you spoke out very emphatically in favor of it. You said something I'd like to pick what people put in their written testimony, sometimes it's more important than what they say.

You mentioned that Project SEED students took more mathematic courses in secondary school and you go on to say, I think you're quoting somebody here, so I don't suggest this is necessarily your words, but that the college attendance gap between students of different socioeconomic backgrounds virtually disappear when or among students who enroll in high school algebra and geometry. The suggestion is, you're going to say, the contrast between students who do and students who don't take math is almost magical. It appears to me from that that one would conclude that if you don't take math, you ain't going to get there. Is that safe to say or would you just comment or color on that a little bit?

Mr. EBRAHIMI. The implication is that if you do take math, your probability and chances of getting there is much, much higher. Now there are if you don't, there are other avenues that you may get there, but the people that I was in fact quoting were Don Stewart who is the College Board President, said that the contrast between students who do and students who don't take math is almost magical.

Mr. KNOLLENBERG. Do you agree with that statement?

Mr. EBRAHIMI. Yes, I do, in fact, because we have students who have taken higher mathematics. We're not just talking about remedial or things that students fail, that the students who do take higher mathematics—it really doesn't take nonstudent studies to show that. Look at any group of people and in fact, look at a cross section of a heterogenous group of students in any school and you will see the students who are taking math and A students, they don't care where they come from. They automatically consider themselves successful.

I would like to go ahead and show this equation to the Members of the committee. This is a sixth grade class in Dallas and I would venture to say that most of the people here would be very—it's a logarithm and a summation problem that most engineers would have a difficult time with, so students who are handling this would be hard pressed to consider themselves not successful.

Mr. KNOLLENBERG. My time has expired. Thank you.

Chairman GOODLING. Mr. Williams.

Mr. WILLIAMS of Montana. Thank you and again, thanks to all of you for being here. Ms. Brown and Mr. Atchinson, thank you for your help and activities in Even Start.

As I think you know, you have the new Chairman of the committee, Mr. Goodling, to thank because he was the architect, the sponsor and leading day in and day out advocate of Even Start. He saw it into law and a number of us, even though not in his party, agreed with him and did what we could to help it along. I think our support was helpful to him because Democrats at that time were in the Majority and my point is not just to commend you and our good Chairman for the leadership which together you've shown in Even Start, but to say that until very recently, Even Start being an example, education in America has been a bipartisan, nonpartisan pursuit. Unfortunately, that has slowly changed coming to what I hope is a climax which will now recede. Last year here in the House of Representatives, the initial Federal Aid to Education, although a democratic proposal was widely supported by Members of both parties and Republicans, Democrats and independents across the country. This has been Head Start and Job Corps and Aid to College Students and Goals 2000 which is not a democratic idea, it's George Bush and the Republican Convention's idea. Bill Clinton and Democrats agreed it was a good idea. But lately, there has been a literal firestorm of opposition based on the ideology of the far right against public education. I sense when you're close to it, when you're close to a transition going on in American history, sometimes you're wrong about it, but I sense that we are now at the point where that great majority of Americans who are advocates of public education have said enough to this raging firestorm against public education and are beginning to build a backfire. They are beginning to stand up and support it. I hope so.

I've kept track in the last three years of my mail and phone calls with regard to education coming just from Montana. And Montana by the way is a State of people who support public education, including at the polls, including financially. My mail and phone calls during the last three years run 380 to 1 in opposition to public education and that can be duplicated, I would wager you, with every congressman, House and Senate, and congresswoman. Why? Because the advocates haven't written, the advocates don't call. The teachers and the parents who believe in the long historic tradition of public education in this country have abandoned the field. Is it dangerous? You're damn right it's dangerous.

Congress will not long support even a tradition as deep as public education if their mail is running 400 to 1 across let's say a decade of time. And so those of us, as you have today who support public education really must come forward and do it with more vigor than we have ever before.

I see from the Gallup CNN/USA Today poll, recently conducted, that the quality of public education is now the number one issue in America. And out of 16 issues concern, about the role of the Federal Government is last, with public education being first. Occasionally, that happens. That happened back in the 1980s when we had the Nation at Risk Report. But you know what that means? That means that school board elections during those times of great

support for public education go from about 20 percent turnout to about 25 percent. That's of the registered voters.

Among eligible voters it represents about 10 percent. And that's reflected here. At times when public education is really a hot issue with the public, these chairs are filled. Most of the time, it's like this. I don't want to say something to embarrass anybody, but look around. There's too much lip service to public education from its advocates and not enough hard support. And folks, public education in this country is in real serious trouble. And it's advocates had best come to its defense.

Ms. CHERKASKY–DAVIS. Can I speak to that for one brief second?

Mr. WILLIAMS of Montana. Please.

Ms. CHERKASKY–DAVIS. There was a great movement in Illinois, actually, there still is a movement for vouchers for charter schools, for privatization and we've proven through our model and through the Union, AFT support in Illinois and also through Federal dollars actually reaching children that we can make these reform efforts happen in the classrooms and we can make them happen in public education, that through the use of State waivers, through the use of union waivers, we can accomplish the things that reformers want in privatization.

We also know that without Federal dollars coming directly to the school, we couldn't exist. I mean our parents, teachers and students actually sit down and plan what we want to do with our Title I funds. It doesn't go to a central office, because of our small school status. It doesn't go to bureaucrats where all these out of the classroom coordinators and teachers and experts and writers and whatever, it goes directly to kids. And our school is able and others like ours, are able to sustain themselves in the public sector because of that.

Mr. WILLIAMS of Montana. Thank you.

Chairman GOODLING. Mr. Johnson.

Mr. JOHNSON. No questions.

Chairman GOODLING. Mr. Graham.

Mr. GRAHAM. Ms. Davis, about Title I, how much money, what percentage of your school budget is Title I?

Ms. CHERKASKY–DAVIS. I'm a classroom teacher, so I cannot answer that, but I can give you figures. We have a little under 200 students. We get $129,000 of Title I moneys. That's it.

Mr. GRAHAM. Have you seen a dramatic difference between students who receive Title I assistance and students who don't?

Ms. CHERKASKY–DAVIS. Now we're under the school-wide IASA plan, so it is now able to go through all of our students, but before that, yes, we were. And could not tell the difference between the children who were receiving Title I funds, as far as academic achievement and those of their higher socioeconomic status counterparts because of the services they received.

Mr. GRAHAM. How long has the Title I program been in existence?

Ms. CHERKASKY–DAVIS. Our school is only five years old and we've had—it was Chapter 1 then, but we've had funding since then.

Mr. GRAHAM. I've been told that the average percentage of education funding from Washington is about 6 percent.

Could somebody on the panel verify that? Is that right?

Mr. STRINGFIELD. That's about right.

Mr. GRAHAM. Okay.

Ms. CHERKASKY-DAVIS. I know that we could not exist without it.

Mr. GRAHAM. The program couldn't exist without it?

Ms. CHERKASKY-DAVIS. Correct. We would lose staff. We would lose support programs and we would lose curriculum design.

Mr. STRINGFIELD. I've never visited the lady's school, but the reason that's often true in inner city environments is because the 6 percent is a national figure, but there are a great many schools that receive no Title I money, so that in a lot of schools it's a great deal more than 6 percent.

Ms. CHERKASKY-DAVIS. Right. That is how it operates in Chicago.

Mr. GRAHAM. Do you have any information on drug free schools? I know that may be kind of out of the topic here. No.

Ms. CHERKASKY-DAVIS. Not with me. We receive funding for it.

Mr. GRAHAM. If everybody could tell me what they think the formula for successful public education is. If you had to rank the top three things that need to exist to be successful in a public school environment, what would they be?

Ms. CHERKASKY-DAVIS. Teacher ownership and empowerment, family involvement, community support.

Ms. BROWN. Quality education which means really good, looking at, seeing if people are doing the job they're supposed to be doing and taking steps, if they're not.

Mr. GRAHAM. Would that be, you want us to do that too, I would think, look at every program to see——

Ms. BROWN. Not necessarily. I think this program does peer evaluation.

Mr. GRAHAM. When I say that our Chairman always harps on this quality that we're trying to achieve and everything should be on the table and we need to find those that are not working.

Ms. BROWN. Then I do agree.

Mr. GRAHAM. You do agree?

Ms. BROWN. Yes. And within any individual program, like if there is an individual Even Start Program that is not meeting its goals, then take its funding away. Give it to one which will, yes. But those which are working should be supported.

Mr. EBRAHIMI. We make a statement that we produce excellence. School systems don't really need any more mediocre programs than they already have, so I mean you either produce or you don't. If you produce, you exist. But what would be very nice, once you produce and once you're proven, then the collective support across the board would come to those programs that are successful.

Mr. GRAHAM. Do you have any recommendations as to what criteria you use to judge quality? What things should we be looking at to make that determination?

Mr. EBRAHIMI. It depends on what you are measuring, plus quality—the proof of the pudding is in the taste. If the students are achieving and if they are not dropping out of the schools and for us, we have one of the best teacher training programs, that the teachers are being trained at the universities as a consequence of

our experience of producing better teachers, that's a standard that we should measure.

Ms. CHERKASKY-DAVIS. And for us, it's high academic regular standards which I gave a copy to Mr. Talbert to distribute.

We start with standards and provide professional development and individual training for schools to meet those standards of schools and also performance-based assessment in which to measure the success.

Chairman GOODLING. Mr. Martinez.

Mr. MARTINEZ. Thank you, Mr. Chairman. All of you have talked about the success of your programs and I appreciate that. Those kinds of programs are a great success, but the only one that really talked a little bit in his letter to Mr. Goodling about motivation is Mr. Atchinson, but he didn't touch on it directly. But when my colleague, Mr. Roemer, asked the young lady to stand up and talk about her success, you could see that she was proud of her accomplishment because it made her parents very proud. And you, Ms. Brown, talked about the parents' involvement and how important it is.

If you look at one of the major differences between children who go to private school and public school, children who go to private school are sent there by their parents who are willing to pay to make sure their children get a good education. That means that that education is important to them. Every child understands that and the child wants to make that parent proud, so they do well in the private school. But it's no different in the public school where the parents are concerned about their children's education. They do well too. It's the children that come to school who are not eager to learn or not motivated to learn, who don't care because generally their parents don't care. And that's where we're failing in public schools. And that's the only place we're failing in public schools, and that's why Mr. Goodling's legislation Even Start was so important. Mr. Goodling's legislation recognizes that if children are going to do well in school, you've got to have parents' involvement in school.

I can remember back when I was a kid. You talked a little bit about it and be careful how you talk about that, about it being important that the child maintains his or her original culture and their language. When I was a kid going to school, and I go into a predominantly Spanish speaking school with children that were of first or second generation and most of them spoke Spanish, I unfortunately did not, but do you know what happened to them if they spoke Spanish in school? The teachers would hit them with a ruler right behind the ear. Whack. They'd say, "You're in America, you speak English." Right now, there's a whole English movement that says hey, we're in America. English is our national language. Sure it's our national language. That doesn't mean people can't speak other languages. That's important to us too. We're living in an international world today. It's no more closed borders and no contact with the outside world. We have that contact and we need to have people to speak those other languages and we ought to be encouraging those kids.

I have a bilingual teacher daughter-in-law who won't teach her kid Spanish because she's a first generation American who thinks

that it's going to be some kind of a negative for her children to have any kind of an accent in their English. And right across the street from her my other son lives and his wife, my daughter-in-law was born in Nicaragua and educated in Nicaragua and went to university in Nicaragua and now lives in the United States and she speaks Spanish and English fluently and she taught her children from the early time to read and write and speak English. And you know what? They speak Spanish with no English accent and they speak English with no Spanish accent, and yet you find this mindset right across the street that that's what happens.

I'll tell you one thing about both parents, regardless. They got a good education because I wanted my kids to get a good education and like you, Mr. Atchinson, I made them know that when they brought good grades home and when they accomplished in school I was proud of them and that was the difference between me and some of my neighbors. Some of my neighbors, unfortunately, were single family homes because they weren't that affluent and they didn't have the way to motivate their kids. My parents really didn't motivate us in school. Those of us who did well, we did well out of our own desire to do well, not because we were motivated by our parents at home, or we found teachers in school that motivated us, and that was our salvation.

Yes.

Mr. STRINGFIELD. I'd like to pick up on your last piece there. My testimony was about the Barclay school in Baltimore and it's the same parents and the same community with the same principal that was there five years ago, but the academic achievements of the children are dramatically higher. We don't just have to wait on parents to discover high motivation for themselves. There are things we can do academically in schools within the same communities to make a dramatic difference.

Mr. MARTINEZ. Absolutely. One of the things about your school, you had a $400,000 grant to help you with this program, did you not?

Mr. STRINGFIELD. Yes. If the school had been allowed to apply for Title I school project, it would have gotten more, additional money——

Mr. MARTINEZ. But the point I'm trying to make here is that without money, you can't do it. What we have to recognize here is that the aid that comes from the Federal Government is just a minuscule amount and we keep as a Federal Government, a responsibility to that education system out there. There are so many things and issues that are of national importance, such as nutrition and bilingual education, if they don't see the importance of that and they're not going to do it, we have to motivate them to do it.

Thank you.

Chairman GOODLING. Who is next here? Mr. Scott.

Mr. SCOTT. Thank you, Mr. Chairman. I'd like to ask——

Chairman GOODLING. Do you have your microphone on?

Mr. SCOTT. I do now. Thank you. I'd like to thank the Chairman because this is a very important meeting, to find out what really works in education and what doesn't work. We've talked about the value of involving parents and how important that can be in terms of educating the children.

How much does it cost to get parents involved?

Ms. BROWN. I think you have to look at it maybe in two ways. In one sense it doesn't cost anything to get parents involved. But in another sense, there has to be a starting point. There has to be a start up to something. In our program in Oklahoma City, we had to have a beginning point. We had to have help. We had to get started, but once families became empowered, once they realized this was available, then the word spread like wildfire. We had a waiting list of 150 families all the time. I think there is a desire on the part of families that there needs to be an initiation and there needs to be a beginning point.

Mr. SCOTT. We have choices as to what we can do with the resources we have and limited amounts of money. It seems to me that with the importance of parental involvement and the relative expense to get them involved, that that would be an excellent——

Ms. BROWN. Absolutely, because it goes on for generations. This is one of the things that Mr. Atchinson mentioned, and if I ever get discouraged, as a supervisor of the Even Start program, it's that at one given time we can only work with about 54 families. Then I realize that each family here, each mother here, represents even more children than are here and then these children are going to pass that legacy on and it just multiplies and it goes on and on and on. It's a tremendous investment when you invest in families because of the power of family and the influence the family does have on the success of the children.

Mr. SCOTT. If you didn't have Even Start, if you just had parental involvement in regular elementary schools, the cost of the coordination efforts and what not to bring the parents in, how much of an expense are we talking about?

Ms. BROWN. I'm sorry. I didn't quite understand the beginning of your question. I didn't hear it.

Mr. SCOTT. In an elementary school, if you wanted to involve the parents in the elementary education, how much of an expense—we have a lot of decisions to make. We've got programs, voucher programs are going to cost a lot of money, other things we're cutting. For this very important function of involving parents, how much money are we talking about?

Ms. BROWN. I think that if you wait too late, hardly any amount of money is going to get parents involved.

I think one of the tremendous things that makes this Even Start program a worthwhile investment is that we're doing it, you have to be the parent of a child birth through age 7. We're getting them in the early years and our evaluation studies show without exception almost all the parents who have been involved in Even Start are involved with their children as they go on year after year after year. They go to PTA meetings. They go to parent-teacher conferences. They do all of this. So if you build that in in an early intervention program, then it doesn't cost you anything in the future. That's one of the wonderful things about early intervention and about family intervention, if you do it at a time when things are ready. It's sort of like readiness in children, there's a time when the readiness is ripe. If you do it then, it lasts and lasts and lasts and it literally costs you nothing.

Mr. SCOTT. I want to try to get in another question if I can.

Mr. Ebrahimi indicated that the students get interested and they're not disruptive. How do you get teachers, what is it about your program that gets the students interested so that they're not disruptive? Do you have special teachers? Do you have special teacher training? What is it about that program that works whereas in the other programs, it does not work?

Mr. EBRAHIMI. We train the teachers extensively and we require the teachers to be subject literate, so that they have a minimum of a bachelor's degree in mathematics and most of them have advanced degrees.

The other requirement that we have is that they become experts in a completely Socratic method of instruction. There's absolutely no lecturing in the classroom, so that if you're dealing with a heterogenous group of 25 or 30 students, the students are involved and the students with their own interactions within themselves are involved in their own education. Usually, the disruptive students become involved through peer pressure and the enjoyment of the event that takes place.

Mr. SCOTT. Mr. Chairman——

Chairman GOODLING. Mr. Fattah.

Mr. SCOTT. Mr. Chairman, could I make a comment to the Chairman? I think this is an area we ought to pursue because apparently this method is working very well to involve otherwise disruptive students in the classroom and if we can follow this up a little bit, we may additionally be able to improve education in the regular classrooms. I appreciate the opportunity.

Chairman GOODLING. Mr. Fattah.

Mr. FATTAH. Thank you, Mr. Chairman. The pronunciation is Fat-tah. Mr. Chairman, I was thanking you and I was indicating the pronunciation is Fattah.

Chairman GOODLING. Fattah.

Mr. FATTAH. Right.

Chairman GOODLING. I thought you were going to say you'll pass until the second panel has an opportunity to present. I'm afraid we're going to lose them pretty soon if we don't—your side keeps drifting in.

Mr. FATTAH. I'll be as brief as possible and I do note that your side has helped us out in that regard.

I do want to make a couple of questions. I wanted to ask Mr. Atchinson a couple of points. As I understand it, you did not originally complete high school as you've testified. But the majority of students in your high school graduate?

Mr. ATCHINSON. I would say 90 percent.

Mr. FATTAH. So the public school at that point for 90 percent of your peers did a good job?

Mr. ATCHINSON. Oh yes, the difference between then and now is——

Mr. FATTAH. I just want to make sure of that because at many levels we seem to miss the planes that land and focus in on the planes that crash and we miss the point. That's the first thing I wanted to point out.

Then you said you got some assistance through Federal aid over a period of years that you kind of got by, you had a job training program, you mentioned that, which was publicly supported. And

then you eventually through the Even Start program and your own motivation got a GED?

Mr. ATCHINSON. Yes.

Mr. FATTAH. And went on to a community college, is that accurate?

Mr. ATCHINSON. Yes.

Mr. FATTAH. That community college system is another entity, an instrument that is strongly supported by the government to provide education. I went to community college. I serve on the Board of the Philadelphia Community College in Philadelphia. I wanted to know, if you would, without totally prying into your privacy as you presented yourself here, did you receive financial aid to go to community college?

Mr. ATCHINSON. Yes, I did.

Mr. FATTAH. Did you receive, for instance, a Pell Grant assistance?

Mr. ATCHINSON. I did receive Pell.

Mr. FATTAH. Was that helpful in meeting the expenses of going to community college?

Mr. ATCHINSON. I couldn't have gone without it.

Mr. FATTAH. Did you also have the need for student loans?

Mr. ATCHINSON. Yes.

Mr. FATTAH. Of any kind?

Mr. ATCHINSON. Yes.

Mr. FATTAH. Federally subsidized student loans?

Mr. ATCHINSON. I couldn't have gone to school without it.

Mr. FATTAH. And I use this testimony just as an example to help make the point that some of my colleagues have tried to make. We have a whole chorus of people, not including the Chairman, who have on the other side of the aisle who are trying to indicate to the American public that the Federal Government should retreat from any involvement in education, that this is essentially a State responsibility and that we have need, I guess, much more for Smart Bombs and very little use for smart children. I just wanted to get from you, because I think as people applaud your efforts, we need to understand what role the government played as a partner in helping you arrive at the point where you're testifying before the Congress about your success and your children's success. I want to thank you.

Mr. ATCHINSON. We would not be here today without it.

Mr. FATTAH. I think that's a very important comment and I would hope that even in their absence some of my colleagues on the other side will read your testimony and find it to be enlightening and help change their focus.

I wanted to ask this of the SEED Program director, one question if I could and then I will try to help the Chairman move to the second panel. The SEED Program, as you've described it, in your testimony submitted focuses particularly on lower income minority children. Most of the children in this country who are low income are not also minority. There are also problems in rural areas in our country where children are struggling with the same level of difficulty are white. What I'm trying to understand is to what degree do the social and economic factors, irrespective of the minority status, play apart in some of the disproportionate difficulties that

these children face and their families face in terms of pursuing academic excellence. If you could comment on that, I think it would be helpful since sometimes when people focus on these issues of difficulties in education, they seem to think that the only children who are having difficulty happen to be poor children who come from minority neighborhoods and that is not the case. I want you to speak on that, if you would.

Mr. EBRAHIMI. Absolutely not. In fact, in any position, in any group of people, irrespective of race, when there is a lack of opportunity, then you have the same results. We tend to be working with more low income minority students because we focus our attention on inner cities. Now if we were to go ahead and focus our attention on the rural areas, as you say, then your observation is absolutely correct.

Mr. FATTAH. Thank you very much, and I thank the Ranking Member and the Chairman for the time. Thank you.

Chairman GOODLING. I think since the Chairman's name has been used so many times I haven't used my time to this point, but I think it might be a proper time.

Basically, in the budget that we presented over a seven year period, we would spend $340.8 billion over the next seven years, on the Federal level, on education and training programs.

During the last seven years, $315 billion was spent. That would be an 8 plus point percent increase. However, I don't care if we spend 20 percent or 50 percent more. If we don't do some of the things that you folks are talking about, which I've screamed about for years and years as a ranking member and if we don't give you the flexibility, which all of you talked about, how creative can you be back on the local level. If you can just get away from that auditor who is coming from the Federal Government to make sure that every penny is placed just where one size fits all, tells them to place it.

Secondly, you talked about targeting which again, we've argued over and over again, drug-free schools, for instance, 98 percent of all the schools get a little piece of the pie, a very little piece of the pie in many, many instances. Again, you said over and over again what I've screamed about up here, access to what you hear in Baltimore, where you take the private school curriculum and you insist on a demanding curriculum for the public schools. You see a tremendous improvem nt, a decline in the number of students going into Chapter 1, the decline in the number of students going into special education which is a sin in what's happening out there, the number that are pushed in over and over again. So it has to be access to excellence.

The Department tells us in Chapter 1, for instance, comparisons of similar cohorts by grade and poverty show that program participation does not reduce the test score gap for disadvantaged students. They say over a one year period Title I participants did not improve their relative standing in reading or math in the fourth grade or in the eighth grade. The process of Title I participants on standardized tests and on criterion referenced tests did no better than nonparticipants. That's, I think, what your testimony is telling us. That's what I've been trying to say for years and years and years. Our participation must insure that we demand excellence,

not promote mediocrity. Our participation must give you the opportunity to be flexible enough so you can make the programs work.

Our participation has to target the money to those most in need because even though we're increasing spending, the money is very difficult to come by. So I think that's basically what all of you were saying and I appreciate that, because I think it reinforces over and over and over again what I have tried to say about all of our Federal participation. We must get beyond access and talk about excellence, because if we don't, the alternative is mediocrity, which will put us out of the running as far as a competitive nation in this world.

That's my sermon for today. Mr. Owens.

Mr. OWENS. Mr. Chairman, I'll resist the temptation to comment on your sermon and thank the members of the panel for their worthwhile contribution and I have no further comments.

Chairman GOODLING. And I know that Ms. Woolsey is going to say the same.

Ms. WOOLSEY. I broke my microphone.

Chairman GOODLING. Then we'll go on to the next one.

Ms. WOOLSEY. No, no. I found another one, Mr. Chairman. Thank you, Mr. Chairman for making this happen. This has been really good to listen to. I'm sorry I wasn't here for all of your presentation, but to listen to the questions and answers and to hear about how programs are working successfully in our public schools, I thank you for that.

I want to specifically acknowledge our Chairman for his great role in getting Even Start going in the first place. He's done an outstanding job.

Now, this is rhetorical and you don't have to respond to it. Aren't we actually learning through you and through your wonderful programs that by paying attention, by giving our children the individual attention they need as students, that we can be successful? I mean, what a concept.

I don't know why we're so surprised that when we pay attention to the individual, when we have individual learning plans, when we have smaller classes, and when parents are involved, that the program is more successful.

So I hope that you'll work with me and everybody on this committee to make sure that every student in this Nation has this same opportunity, that we have education programs that will make all students successful at the high standard that our Chairman was just referring to. It's not okay with me if only some children get these opportunities. These are good examples that need to be expanded upon, learned from. We see that the Federal Government, the State government, and the local government play a role, but the most important role are those of parents, communities and children.

So if you'd like to comment on that, fine. Otherwise, we'll go on to the next committee. I wasn't here to ask you individual questions. Thank you very much.

Thank you, Mr. Chairman.

Chairman GOODLING. And I thank Panel 1 very much for coming and would ask Panel 2 to come quickly to the table. I hope my col-

leagues will stay and hopefully my side can drum up some additional people.

While the panel is taking their place, let me introduce them. Dr. Stanley Litow, President of IBM Foundation and Director of Corporate Support, he'll talk about reinventing education programs, IBM's new K–12, $25 million, five-year public school initiative; Frank Brogan is Commissioner of Education of Florida. Mr. Brogan is State Commissioner of Education in Florida, having been elected in November of 1994. He's a former teacher, principal and county superintendent of education. He will talk about positive changes in public education. Dr. William Randall, Colorado State Commissioner of Education. He was elected President of the Council of Chief State School Officers in 1995. He has more than 30 years' experience as a teacher and administration consultant. He is currently Chairman of the National Assessment Governing Board which governs the national assessment of education progress. Dr. Jerry Weast, Greensboro, North Carolina, and a school board member were in my office some time ago and I was so impressed with what they were doing and trying to do that I asked him to come back. He is the superintendent of the third largest school system in North Carolina. I am hoping that the North Carolinians will be here before you testify. He's been a school superintendent for almost 20 years. His main goals, for Guilford County schools, are to bring achievement up, and cost down. Dr. James Williams, Superintendent of Education of Dayton, Ohio City Schools, will talk about innovative public school programs to help students at risk. He has instituted truancy sweeps to round up students who are not in school. I helped bail out Ohio, last year, I believe it was when the Federal Government was in there causing problems in relation to who should pass and fail the tests which were written on an eighth grade level, if I remember correctly, in order to graduate from school.

We'll start with Dr. Litow, since you're on that side.

STATEMENT OF STANLEY LITOW

Mr. LITOW. Thank you very much, Mr. Chairman. I know that your time is brief, so I'm not going to go through reading my prepared testimony, but I'd like to make some points by way of highlight. First of all, this is a very interesting hearing, talking about what works. There are literally thousands of examples of good things that are going on in our schools, good schools, good teachers, children who are learning, principals who are achieving and yet, it's clear that many schools are not operating up to the standards that we would like them to. The question really is how do you take the examples of success and replicate them throughout the system. It's not that we haven't had these examples of success before, but I think the challenge for you on the committee and the challenge for a company frankly, interested in making a commitment to improving public education. What can be done with a small amount of money and a good deal of motivation to make an impact on the system of education. While we do have these examples of success, the largest system of education, while there are some successes, has a lot of failures and a lot of treading water that's been involved over the recent past. The question is what can we do, of a systemic

nature, that's going to make an impact on the way in which our schools operate? We still have 180-day school year, when we know that that's not nearly enough. We still have a nine to three school day, and still segment the school into artificial time periods of 45 or 50 minutes when we know that many academic subjects require more time. You heard examples in the last panel of schools that have stretched the barriers, but we've permitted these examples of success in the context of a set of strict rules and regulations that really haven't changed.

We at the IBM Company believe that we have a stake in the quality of our public schools. As a company, we will not be successful if the public schools don't work. We can't be a successful company in an unsuccessful community. The community will not be successful if the schools don't work. So we decided to allocate virtually all of our flexible resources in our philanthropic program and apply them to the systemic issues in public education, through a program we call Reinventing Education. We set up a competition, and allowed States and school districts to apply. We selected those school districts that first and foremost were willing to set high academic standards because going back to a question by one of your colleagues, one of the three most important issues in public education is probably high academic standards, high academic standards and high academic standards. If you're not willing to set high standards of what children should be able to know and do, none of the other things are probably going to matter very much.

So we asked the districts who applied, number one, to make a commitment to high standards, parental involvement, reallocating their own money out of what doesn't work into what does. Then we selected 10 places around the country, two States and eight school districts where we've made a major investment of IBM resources, $25 million in all.

The challenge really was to find those places where technology and partnership involving IBM software developers, scientists, employees, our cash and our equipment, could identify through technology ways to address and hopefully solve some of these systemic barriers. I'll give you by way of example some of the things that we're doing.

In Charlotte, North Carolina, we're working on a new communications system that will allow parents in Charlotte to communicate with their child's teacher on a real time basis from their homes, public libraries, and community centers. This will not just enable them to ask and answer questions, but to view pickup assignments, see copies of test papers that the children have worked on and projects that they've worked on.

In Philadelphia, Pennsylvania, we're working on a model professional development laboratory school which will use a new communications technique to link up teachers from one school, where they're working on exemplary teaching practices, back to many others. You've heard testimony earlier from a school in Chicago that identified itself as a lab school. Through this system, many schools will be able to share the same kind of experiences, not by taking teachers out of the classroom and sending them across town, but by using telecommunications and computer technology to achieve that.

In the State of Vermont, we're working on a digital portfolio, not to take the place of multiple choice tests, or standardized tests, but to augment it by providing a student, parent and teacher the record of not just what students can do on a given day on a test, but what they can demonstrate they have really learned over a long period of time.

We think that by improving assessment, teachers will have to teach differently and ultimately children will learn more.

These are examples of 10 projects grounded in technology that will be able to be seeded around the country and other States and other school districts so that technology can help break the structure of the nine to three school day as we're doing in Cincinnati, Ohio, or lengthen the school year in a flexible package for the same cost to extend the day beyond 180 days or like in Dallas, change the structure of math and science so that you can get more time to a technology base to teach math and science in every instance up to higher academic standards.

These examples and others, I think, will be discussed at the upcoming national education summit, which is taking place in March. Our Chairman, Lou Gerstner and Governor Thompson, who is the chair of the National Governors' Association, are bringing together the Governors and a key business leader from every State to make a new commitment to standards, high academic standards, first and foremost, and then as a tool to reach those standards, a more creative use of the technology that is at use in other industries, but has been so absent in public education. People often say that schools are getting ready to go into the 21st century with all the tools and techniques of the 19th and sadly that turns out to be true. So I told you a little bit about IBM's program. We are committed to the schools in a lot of different ways. Twenty-five thousand of our employees call themselves regular school volunteers, that's the place they volunteer their time, and when we ask our employees what the number one issue that they want this company involved in, they come back with results similar to that CNN poll, that public education is, in fact, the most important issue.

Thank you very much.

[The prepared statement of Mr. Litow follows:]

STATEMENT OF STANLEY S. LITOW

Good morning. My name is Stanley Litow. I am Director of Corporate Support at the IBM Corporation and President of the IBM International Foundation. I appreciate the opportunity to testify before the House Committee on Economic and Educational Opportunities on what works in public education.

You may be asking yourself, what business does IBM have in public education? Well, without a strong public education system, IBM has no business at all. In fact, at IBM, we believe that there is nothing more important for the future of America, the American economy, and American business than education. No company can succeed if it's part of an unsuccessful community, and no community can be successful if it lacks an educated population.

In an increasingly competitive global economy—one that relies more and more on modern technology to function, America needs a highly-skilled workforce. During the next ten years, the U.S. economy will create virtually no new jobs for those who lack basic skills. In addition to a foundation of reading, writing, and arithmetic, all individuals must possess higher order skills that enable them to think their way through the workday, analyzing problems, proposing solutions, communicating and working cooperatively, and managing resources such as time and materials.

Business also must have a well-educated base of customers who ultimately create demand for our products and services. Given the current crisis in America's public

school system, IBM—as well as every other U.S. company—will be hard pressed to succeed unless we see a dramatic improvement in the skills of the young people entering the workforce.

But IBM's—and every business'—commitment to education must extend beyond pure economics. As part of a nation that prides itself on democratic principles, we can no longer allow ourselves to cast a blind eye toward the large cross-section of young people who lack meaningful educational opportunities.

Despite what some say, all is not well in America's public schools. It recently has been argued by some education analysts that our schools, after having suffered declines in performance in the 1970's, have made strides in recent years, regrouped their position, and are now just as good as they were 30 years ago. However, in today's world economy, that's simply not good enough.

The sad and unconscionable reality is that many of our young people are advancing from grade to grade without basic skills. The National Assessment of Educational Progress tell us that almost 33 percent of our high school seniors cannot answer even basic geography questions, that 60 percent flunked a similar exercise in history, and that only 16 percent of seniors meet the proficiency requirements set by the nonpartisan National Educational Goals Panel. It's no wonder that U.S. students continue to rank at, or near, the bottom on international tests of math and science. We can't pretend the problem doesn't exist or simply wish it away.

The truth is that our education system is stuck in the 19th century. And while that worked fine 100 years ago, it just doesn't make the grade as we approach the 21st. We still send our kids to school 180 days a year, because that's what agrarian America needed—children who could go out and help harvest the crops. While our international competitors are preparing students to think creatively and solve problems with the latest technology, we still organize our schools on the assembly-line model, preparing our students to work in outmoded factories. The only technology in many of our schools is the telephone in the teachers' lounge. Should we continue to permit our schools to lag behind and our young people to perform at lower levels than their international peers, America will lose its competitive edge, its economic standing, and its creative and pioneering spirit.

The good news is that we know what works to help transform our schools into first-class institutions. Most important of all, we must develop and implement high academic standards. High academic standards serve as a Rosetta stone for what we should expect of our schools and our students. They clearly define what students should know and be able to do in specific academic areas and at certain points in their schooling. Hard as it is to believe, many school districts have no formal, written academic standards whatsoever. Without them, our schools have no benchmarks from which to measure student achievement. Such an omission violates the first rule of running any successful organization: without goals and objectives, it's impossible to measure success.

But setting high academic standards is just the first step. With the demands of the job market growing by leaps and bounds every year, we must continually reevaluate and adjust these standards to allow future generations of young people to succeed once they leave school. To enable students to reach high academic standards, we must exploit the best that technology has to offer to help our teachers teach better, to help our students learn more efficiently, and to enable our schools to be accountable for results. We also must demand authentic assessments, better trained educators, improved curriculum, and other changes in the organization and management of schools necessary to facilitate improved student performance.

But our schools cannot do it alone. They need the help of all of education's stakeholders—parents, community, government, and business—to accomplish the difficult work ahead. There are a number of concrete actions that business in particular can take to help spur school reform. We need to make it clear that we will consider school districts' and states' commitment to reform when making job location decisions. Furthermore, we need to let students know that their school performance matters by requiring all potential employees to provide us with school-based records of academic performance, such as transcripts, portfolios, or certificates of mastery.

Many businesses have begun to take an active role in improving public education. One powerful example of this is the 1996 National Education Summit. On March 26th and 27th, Louis Gerstner, Chairman and CEO of IBM, and Governor Tommy Thompson, Chairman of both the National Governors' Association (NGA) and the Education Commission of the States (ECS), will host the nation's governors and business leaders at IBM's conference center in Palisades, New York. The Summit is designed to mobilize support for implementing high academic standards and assessments as well as to discuss the role of technology in school restructuring. Every Governor is designating a CEO from their state, and we will have an impressive

array of participating business executives—a clear indication of business' broad base of support for education reform.

At IBM, our support for public education is particularly strong. We have focused our grantmaking efforts in K–12 education through an exciting new program called "Reinventing Education." Reinventing Education is an ambitious, $25 million initiative designed to help spur and support fundamental, systemic change in our nation's public schools. Through Reinventing Education, IBM has entered into partnerships with ten school districts or states around the country to develop cutting-edge technologies that will help solve some of education's toughest problems. Rather than creating a model school or enriching a few classrooms with technology, our goal is to use technology to jump start comprehensive and lasting school reforms that result in higher student achievement and enhanced academic productivity.

Our first partnership was announced in September, 1994, with the Charlotte–Mecklenburg School District in North Carolina. Since then, we have announced partnerships with school districts in Philadelphia, Pennsylvania; Chicago, Illinois; Dallas, Texas; Broward County, Florida; San Francisco and San Jose, California; and Cincinnati, Ohio, as well as with the states of Vermont and West Virginia. The schooling of well over a million children will be positively impacted by these efforts.

IBM's dedication to improving public education is truly "hands on." In addition to providing grants of approximately $2 million over 3-5 years to each of our ten sites, we are committed to rolling up our sleeves and serving as an equal partner in forging solutions. We are bringing the full force of our resources—equipment and people—to the table, providing the technology and technological know-how as well as the research, educational, and management expertise necessary to meet the special challenges identified by our sites.

Our grantees have a number of common characteristics. They have strong local commitment and a track record of reform. They have set their sights on reaching specific targets, including new, higher academic standards for student achievement, especially tougher high school graduation requirements. They also are finding creative ways to use technology in all aspects of education—from home-school connections to assessment, instruction, data collection, professional development, and special education—and are measuring their progress by monitoring specific student achievements. Because schools cannot be successful working alone, the districts are involving parents and the community and are bolstering IBM's contributions by linking with other businesses, foundations, and community-based organizations. Underlying their overall efforts is a commitment to improving access for disadvantaged youth and those with special needs. Finally, the projects hold the potential for replication by other school districts.

While sharing this basic framework, each of the sites has identified a specific barrier to reform and is working with IBM to develop a technological solution to overcome it. I would like now to provide you with a brief description of our projects. Full descriptions of all our projects are attached.

In Dallas, educators are working to bridge the gap between math and science instruction. These subjects are so intricately related that they make the most sense to a learner when presented together. However, most school systems insist on treating them as separate and distinct subjects, a particular hazard for the study of mathematics which can quickly become so abstract that children have a hard time understanding its relevance to anything in their lives. Moreover, the typical 45 minute class period often offers insufficient time for laboratory science or advanced problem-solving in math. Dallas, as part of the National Science Foundation's (NSF) Urban Systemic Initiatives, has developed new, higher standards in math and science and is working with IBM to develop state-of-the-art, integrated math/science software for grades 4–8 that will consist of both curriculum and accompanying staff training. The new system will provide more time on task in math and science, emphasizing the teaching of problem-solving skills and inquiry-based learning through laboratory science.

Two sites, Chicago and West Virginia, are collaborating with IBM to harness the awesome power of the Internet to improve teaching and learning. In Chicago, the district, which is also an NSF Urban Systemic Initiative site, has adopted higher standards in math and science and now faces the task of ensuring that its faculty are prepared to teach to these higher standards. The new, fully-decentralized governance structure in Chicago, while providing for exciting local innovation and control, hampers professional development efforts by compounding the obstacles of time, distance, and cost. Working with IBM, Chicago is using the Internet to create an electronic network that will give teachers instant access to new curriculum, focusing on math and science lessons and hands-on science projects they can implement in their classrooms. The system also will provide a delivery vehicle for on-line staff training that can operate effectively in the fully-decentralized system. On-line

discussion groups and forums will provide opportunities for staff to collaborate on new teaching techniques and strategies and will provide access to outside experts from science museums and universities.

West Virginia, in collaboration with Bell Atlantic, is in the process of connecting every school in the state to the Internet. To make these connections meaningful, West Virginia is capitalizing on IBM expertise to design, test, and implement a robust set of instructional activities through the Internet that will prepare students to meet both academic and SCANS standards for success in the workplace. What's more, the new software that will be developed for Internet activities will go hand-in-hand with a new teacher training program, a new daily class schedule, and a range of other changes necessary to make the use of Internet an effective tool to enhance students' skills and knowledge.

Cincinnati, the last grantee announced, has engaged in a wholesale reexamination of its education system, implementing reforms formerly considered impossible, such as year-round schools and pay-for-performance compensation plans that link administrative and teaching salaries to student performance. With these reforms in place and with IBM's assistance, the district is developing new technologies that will redefine the classroom, enabling students to learn year-round in new and diverse ways. The rigid structure of the school year and daily schedule will be broken. Students will use technology to pursue learning at their own pace, and teachers' time will be allocated more efficiently to provide individual or small group instruction in the subjects and at the times students need it.

In Broward County, IBM is helping the district create a customized and comprehensive system for school-based data collection, retrieval, and analysis so that information on schools and students can be used to evaluate and redirect teaching and learning. In Charlotte, the district will be using an IBM telecommunications software application in its new "Education Village" and in other schools and community centers to train teachers from the entire district and to create a home-school-community network. In Philadelphia, IBM and the district will jointly create a "laboratory school" in which teachers can experiment with and learn about technology and instructional techniques that promise improved student achievement, concentrating on children who are new to the English language or have mild learning disabilities. In San Francisco, IBM is helping the district restructure its entire special education system by developing technology both for independent educational planning and computer-based counseling tools that will better serve students and keep the district's costs down. In San Jose, IBM is working with the district to make technology proficiency a prerequisite for teacher certification and licensing by developing new staff training modules that will prepare teachers to integrate technology effectively in the classroom in all subject areas. And finally, in Vermont, IBM and the district will build on and expand the state's existing portfolio system in the fourth and eighth grades by developing new digital portfolio technology and other network-based tools that will enhance teachers' ability to apply new statewide academic standards to portfolio assessments.

IBM is proud of the prominent and active role we are taking in helping America's public schools through our Reinventing Education program—but this is not all we do. By matching our employee grants on a four-to-one basis, we provided another $1.5 million in equipment to K–12 schools last year. We also encourage employee volunteerism, especially on school boards, some 25,000 employees gave their time freely to schools last year. We facilitate our employees' participation in their children's schools, offering information and materials on how to understand and become fully involved in their children's education and how to prepare for school visits and testing. Our K–12 education business has pioneered a host of tools for instruction and administration operating in many of the nation's schools—from "Writing to Read" to new creative approaches to science education such as "Through the Woods" and "At the Seashore,"- which we developed with the Children's Television Workshop. In addition, we are proud sponsors of "The Puzzle Place," a wonderful public television show that fosters understanding as it celebrates diversity.

We believe that the sum total of IBM's work, with the Reinventing Education program as our centerpiece, proves that public schools can provide our young people with the intellectual feast that they crave. High academic standards for all students, authentic assessments, accountability, teacher training, technology—these are the ingredients for high quality schools. Parents, businesses, government, and neighborhood groups are the cooks who must help stir the pot, offering resources and guidance.

Yes, we know what works in public schools. But we must act now—the demands of a new millennium await.

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Chairman GOODLING. Dr. Weldon, would you like to introduce the next panelist?

Mr. WELDON. Yes, Mr Chairman. Thank you. It's a pleasure for me to be able to introduce the State of Florida's new Education Commissioner, Frank Brogan.

Frank Brogan is a man who has dedicated his life to education. He started out his career as a fifth grade teacher out of college and then went on to become a dean, then an assistant principal and a principal and then the Superintendent of Education for Marino County where he's from. And in the fall of 1994, he was elected as the Florida State Commissioner on Education.

I think Frank Brogan has demonstrated to the public, who elected him, commitment to quality education and probably more importantly a willingness to tackle the crucial issues affecting education in our Nation and in our State. I found an example of his willingness to do things like that when I read in his CV that on one occasion he had a student show up, when he was a dean, to school armed with a .357 Magnum, two knives and a can of mace and when the police appeared, the boy panicked, raising his gun, and he, Frank Brogan, wrestled the boy to the ground and fortunately nobody was hurt. I think that is obviously a very dramatic story to have in your background, but I think it speaks a lot about you personally and your attitude towards facing problems head on and wrestling with difficult issues.

It's a pleasure to welcome you here to this committee and I'm very interested to hear your testimony. Thank you for coming.

Chairman GOODLING. He took all your time, Mr. Brogan.

[Laughter.]

STATEMENT OF FRANK BROGAN

Mr. BROGAN. I was watching those lights carefully, Congressman. Chairman Goodling and Members of the committee, and again, Congressman Weldon, I want to thank you for helping to make this a reality. It is a real honor and a pleasure to be here before this committee today, and I also applaud the Chairman and the Members of this committee for talking about public education which is something near and dear to all of us, as that institution.

I hope you'll indulge me for the next few minutes. I brought with me a serious case of the flu. No doubt tomorrow in the local papers the headline will be "GOP State Leader Infects Nation's Capital" but I'll try to get through this as best I can. I've already tried to edit my remarks based on the time that we have here today.

What works in public schools? I've dedicated, as you heard mention of my past 18 years, nearly my entire adult life in public education as a classroom teacher, a dean of students an assistant principal, a principal and a superintendent of schools. The acquisition of that teaching certificate was the proudest accomplishment in my life. My conclusions about what works in public schools are not unique and like what you've heard before, probably will not surprise anyone on the committee.

What works is a focus on the core academic subjects of reading, writing, mathematics, vocational and technical education, strong leadership from principals and teachers, serious parental involve-

ment, meaningful business and community partnerships and a safe and disciplined classroom.

My experiences have convinced me that to be successful, public education must provide real school autonomy by allowing principals, teachers and parents to make key decisions at the school site, set high academic standards and expectations, provide more choices for families and a real accountability system for results.

In the State of the Union address, President Clinton seemed to make many of the same points. He endorsed high standards when he said every diploma ought to mean something. The President had words of praise for deregulation, coupled with true accountability when he said we need to cut bureaucratic red tape so that schools and teachers have more flexibility for grassroots reform and hold them accountable for results.

President Clinton also stated clearly his support for giving families more educational choices when he challenged every State to give all parents the right to choose which public schools their children will attend and to let teachers form new schools. You heard some of that today with a charter. They can keep it only if they do a good job.

I applaud the President for making a specific reference to charter schools because I believe they do offer an opportunity for much of what is lacking in too many schools today. There is nothing magical about the word charter, but the concept embodies characteristics all public schools should have in the future. Public schools should empower principles, teachers and parents, establish student achievement goals for which they are held accountable, provide families a choice to compete to serve in a better fashion the needs of the children.

I believe charter schools have great potential to dramatically expand choice and competition within the public school system. Charter schools are no panacea for public education, but I believe they can make a very positive contribution and serve as a catalyst for the improvement we need in all of our public schools.

Florida, with its nearly 2.3 million students clearly has its share of challenges ahead in attempting to rise above the ranks of mediocrity in education. Our average scholastic assessment test scores are 21 points below the national average and more than half the students entering our community colleges require at least one remedial class. Even many of our better students are not acquiring basic reading, writing and mathematics skills. In Dade County, Florida's largest school district, among the top 20 percent of high school graduates who enrolled in community college, 41 percent required at least one remedial class.

Despite the need for significant changes and improvements in our public education system, there are many examples among Florida's 67 districts and 2,900 schools where innovation is flourishing and children are receiving a quality education.

Let me cite some of those now for you, Members of the committee. In Brevard County, the principal of Gardendale Elementary School was given three years of real freedom from the District to make decisions and improve the school. As a result, test scores have almost doubled and now are equal or exceed District averages which routinely exceed State averages. Virtually, all parents volun-

teer time at the school, and the business community plays a major role in developing special projects for children.

In St. Lucie County, Florida, three controlled choice zones are helping to better meet the needs of students while also meeting the requirements of the court-ordered desegregation mandate. St. Lucie County School Superintendent Dave Mosrie has said "it forces you to identify what parents' concerns are and then tailor make the school."

Alachua County has the highest number of National Merit Semifinalists per capita in the State of Florida. Twenty local students were recognized for making outstanding scores in the Preliminary Scholastic Aptitude Test and are now eligible to become 1996 National Merit Scholars.

In Dade County, Kinloch Park Elementary School, a school with a high poverty rate, 86 percent of students receive a free or reduced lunch. Kinloch Park implemented a school-wide change in writing instruction and in just one year the percentage of students scoring well on that statewide assessment instrument in writing increased from 25 to 41 percent.

Ruskin Elementary in Hillsborogh has an outreach program for migrant families. It's a developmental reading and writing program with special commitments from the teachers to school improvement activity and despite a high poverty rate, with 77 percent of the students receiving free or reduced lunch and 56 percent mobility rate, students' reading scores increased 13 percentage points over the past year.

Webster Elementary in St. John's County is a small model technology school utilizing technology to improve student achievement. Their writing scores have increased 18 percentage points in two years.

I could go on, ladies and gentlemen, and cite other statistics and other innovations that are taking place out there, including my old school system where I was school Superintendent, Marino County, where Spectrum Junior-Senior High, a fully accredited second chance school, provides an alternative to the traditional classroom for students who have a high risk of dropping out of school such as those with serious disciplinary problems or teen parents. The dropout rate there has fallen. The number of students succeeding is increasing, because we've reached out to those students who are in dire need of help and have provided them with something different.

These examples demonstrate that many children are receiving the opportunity for a quality education in our public school system. However, the fact remains that far too many children are still in a system that is not providing them a solid educational foundation which will prepare them to succeed in higher education or the incredibly increasing competitive job market.

Our goal must be to insure that each and every student has the opportunity for a quality education.

In closing, I'd like to repeat the words of a gentleman who testified before one of your subcommittees just a few months ago, Dr. Howard Fuller, a distinguished professor of education and director of the Institute for the Transformation of Learning at Marquette University. Dr. Fuller echoed my sentiments when he said, "it is

not the system that is important. It is the students and their families that must be primary. We always must ask the question 'what is in the best interest of the students, not what is in the best interest of the system.'"

We're asking what's in the best interest of the children in Florida. That's why we are developing world class academic standards for all subjects in all grade levels Pre-K through 12 and a strong assessment instrument to be administered in elementary, middle and high school for accountability purposes. That's why we're identifying schools in the State of Florida most in need of academic improvement and offering technical and financial assistance. That's why we're asking our legislature this year for a massive deregulation package which could eliminate effectively up to 50 percent of the State mandates on schools and districts. That's why we established three task forces which examine how to improve professionalism among administrators and teachers. Remember those ladies and gentlemen who are on our front line providing a quality educational experience, and they indeed have people responsible on those school campuses for providing that quality educational experience.

That's why we're asking for public school choice and the enactment of strong charter school language and even looking at some small pilot voucher programs for low income families. We're doing all of these things in an attempt to change our educational system, that system which I love dearly for the better for all students.

I'll leave you with this, ladies and gentlemen. I have come to recognize more than ever before that our schools face greater challenges than ever before, but if you have to cut to the quick of it, think of it this way, we're also preparing those youngsters to go out there and meet the needs of the business and industry community of the 21st century. They're in our schools today.

When they apply for a job in that business and industry community, among the interviewed questions that they're going to be asked will not be what was the socioeconomic level you enjoyed as a child? Did you pay full price, reduced price or no price for the lunch you ate every day? What is the color of your skin? They can see that for themselves. Did you have one parent, two parents or no parents in the household in which you grew up? All the potential employers are going to ask those young people in line for jobs, which grows longer every day, is very simple: do you have the academic, vocational and technical skills necessary to do the job that I have to have done in this business and the industry to drive up our profit margin and offer our consumers a quality product?

Ladies and gentlemen, if the answer to that question is no, that youngster can go take a seat in what is becoming an incredibly growing quasi-permanent underclass in this country, which is growing larger and larger every day.

I'm the product of a single parent household, six children, and mother with an eighth grade education. Our father died when we were four years old. My twin brother and I left those six children. She worked each and every day of her life and at 78 years old continues to do that in Cincinnati, Ohio. She knew then and she knows now that many of the things that our educational system can provide for us are out of the control of that educational system.

What happened to us each and every day when we set foot onto that school campus, to a large measure, was going to determine what happened to us for the rest of our lives. So as much as I love public education, and as much as I recognize it as one of the greatest institutions ever created in this country, and all the people are created equal, it is education that will keep us so.

I also recognize that any institution that is recalcitrant to or even impervious to changes to meet the needs of the constituent that it serves today, is an institution that is taking on a certain sense of arrogance that as you heard in my remarks, starts to believe that the institution itself is more important than those that it serves and was set up to serve decades and decades ago.

Thank you, Congressman and Members of the committee.

[The prepared statement of Mr. Brogan follows:]

STATEMENT OF FRANK T. BROGAN

Chairman Goodling, members of the Committee, thank you for the opportunity to testify on the topic: "What Works in Public Schools."

I have dedicated the past eighteen years—nearly my entire adult life—to public education, as a classroom teacher, dean of students, assistant principal, principal, and superintendent of schools.

My conclusions about what works in public schools are not unique and probably will not surprise you. What works is a focus on the core academic subjects of reading, writing, and mathematics; strong leadership from principals and teachers; parental involvement; meaningful business and community partnerships; and safe and disciplined classrooms.

My experience has convinced me that to be successful public education must provide: real school autonomy by allowing principals, teachers and parents to make key decisions at the school site, high academic standards and expectations, more choices for families and a real accountability system for results.

In his State of the Union address President Clinton seemed to make many of the same points. He endorsed high standards when he said "Every diploma ought to mean something." The president had words of praise for deregulation coupled with true accountability when he said we need "to cut bureaucratic red tape so that schools and teachers have more flexibility for grass-roots reform; and hold them accountable for results." President Clinton also stated clearly his support for giving families more educational choices when he challenged "every state to give all parents the right to choose which public school their children will attend; and to let teachers form new schools with a charter they can keep only if they do a good job."

I applaud the President for making a specific reference to charter schools because I believe they offer an opportunity for much of what is lacking in too many schools today. There is nothing magic about the word "charter," but the concept embodies characteristics all public schools should have in the future. Public schools should empower principals, teachers and parents, establish student achievement goals for which they are accountable, provide families a choice and compete to better serve the needs of children.

It is truly ironic that we continue to prepare our students for the most intensely competitive world in human history within a public education system virtually devoid of competition. As Michigan Governor John Engler noted in a speech at Harvard University last year "Choice is taken for granted by parents who seek day care for their toddlers. Imagine parents being told that the only day care they were allowed to use was the facility nearest their home, regardless of their needs or preferences ... Such systemic denial of consumer choice would be unthinkable, even downright unAmerican. But that is pretty much the way our system of public education works in America."

I believe charter schools have great potential to dramatically expand choice and competition within the public school system. Charter schools are no panacea for public education but I believe they can make a very positive contribution and serve as a catalyst for the improvement we need in all public schools.

In 1994 a survey conducted by the Paris-based Organization for Economic Cooperation and Development (OECD) concluded that the American primary and secondary education system "while highly variable, can broadly be characterized as mediocre at best." The OECD also noted: "While it is true that American schools do

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a particularly poor job of educating blacks and Hispanics, one should not conclude that white students in middle-class suburbs are uniformly well served."

Florida, with its nearly 2.3 million students, clearly has its share of challenges ahead in attempting to rise above the ranks of educational mediocrity. Our average Scholastic Assessment Test (SAT) score is twenty one points below the national average and more than half the students entering our Community Colleges require at least one remedial class. Even many of our "better" students are not acquiring basic reading, writing and mathematical skills. In Dade County, Florida's largest school district, among the top twenty percent of high school graduates who enrolled in Community College forty one percent required at least one remedial class.

Despite the need for significant changes and improvements in our public education system, there are many examples among Florida's 67 districts and 2,900 schools where innovation is flourishing and children are receiving a quality education.

While there are dozens of others I could cite, here are just a few encouraging examples:

- In Brevard County the Principal of Gardendale Elementary was given three years of real freedom from the district to make decisions and improve the school. As a result, test scores have almost doubled and now equal or exceed district averages—which routinely exceed state averages. Virtually all parents volunteer time at the school and the business community plays a major role in developing special projects for children.
- In St. Lucie County, Florida, three controlled choice zones are helping to better meet the needs of students while also meeting the requirements of the court-ordered desegregation mandate. St. Lucie Schools Superintendent David Mosrie has said, "It forces you to identify what parents' concerns are and then tailor-make the school."
- Alachua County Schools have the highest number of National Merit Semifinalist per capita in the state of Florida. Twenty local students were recognized for making outstanding scores on the Preliminary Scholastic Aptitude Test (PSAT) and are now eligible to become 1996 National Merit Scholars. Bunnie James, an Alachua County enrichment teacher at Norton Elementary School, has been named the Florida Winner in the 1995 Technology and Learning Teacher of the Year Awards program. The award, which recognizes outstanding achievement in the use of technology in the classroom, is sponsored by Microsoft Corporation and Learning Magazine.
- In Dade County's Kinloch Park Elementary School, a school with a high poverty rate, eighty six percent of students receive a free or reduced price lunch. Kinloch Park implemented a school-wide change in writing instruction and in just one year the percentage of students scoring well on the statewide writing assessment increased from twenty five to forty one percent.
- Ruskin Elementary School in Hillsborough County has an outreach program to migrant families, a developmental reading and writing program, and special commitments from the teachers to school improvement. Despite a high poverty rate, with seventy seven percent of the students receiving a free or reduced lunch, and a fifty six percent mobility rate, students' reading scores increased thirteen percentage points over the past year.
- Webster Elementary School in St. Johns County is a small Model Technology School utilizing technology to improve student achievement. Writing scores were up eighteen points from 1993–94 to 1994–95.
- In Lake Mary, Florida the Siemans Corporation in concert with the Seminole School District and Seminole Community College has developed a manufacturing electronics apprenticeship program. While in high school, youth apprentices pursue a rigorous academic and technical program while receiving a monthly stipend from Siemans. Those pursuing advanced training after high school follow a challenging course of study at Seminole Community College involving technical and academic instruction and work based training in the local Siemans plant. Forty six students have completed the program with all finding employment upon graduation. All students maintained at least a 3.5 grade point average during the training program .
- Enterprise Village is a self contained economic education center that provides hands-on experiences to fifth grade students in Pinellas County, Florida. Each year as part of their social studies curriculum approximately 12,000 students spend seven weeks in their classrooms studying 12 economic education objectives that will teach them about keeping a checkbook register, applying for a job, and working in business groups. These educational concepts are then put into action during one full school day at an 18,000 square foot facility which is designed much like a shopping mall with a large courtyard surrounded by

individual businesses. Students work in one of the 20 mock businesses, each of which represents a real business in the community.

• In Tallahassee, Kate Sullivan Elementary School is using a Discipline Based Arts Education program, one aspect of which incorporates Florida artist Jan Baswick's artwork depicting underwater scenes to enhance a fourth grade science class. This innovative teaching method was recently featured on CBS This Morning with Paula Zahn and Harry Smith.

• In Marino County, my old school district, Spectrum Jr./Sr. High, a fully accredited second chance school, provides an alternative to the traditional classroom for students who have a high risk of dropping out of school, such as those with serious discipline problems or teenage parents.

These examples demonstrate that many children are receiving the opportunity for a quality education in our public school system. However, the fact remains that far too many children are still in a system that is not providing them a solid educational foundation which will prepare them to succeed in higher education or the increasingly competitive job market. Our goal must be to ensure that each and every student has the opportunity for a quality education. As I have already indicated, I believe achieving that goal will require substantial changes to our current system.

In closing, I would like to repeat the words of a gentleman who testified before one of your subcommittees a few months ago, Dr. Howard Fuller, Distinguished Professor of Education and Director of the Institute for the Transformation of Learning at Marquette University. Dr. Fuller echoed my sentiments when he said "it is not the system that is important, it is the students and their families that must be primary. We must ask the question, 'What is in the best interest of the students'—not 'What is in the best interest of the system?'"

We are asking what is in the best interest of the students. That is why in Florida we are developing world class academic standards for all subjects in all grades preK–12 and a strong assessment measure to be administered in elementary, middle, and high school for accountability purposes. That is why we are identifying schools most in need of academic improvement and offering them technical and financial assistance. That is why we are asking the Legislature to pass a major deregulation package which could eliminate up to fifty percent of the state mandates on school districts and schools. That is why we have established three task forces examining how to improve professionalism among administrators and teachers. That is why we are asking for public school choice, the enactment of a strong charter school law and pilot voucher programs for low-income families. We are doing all this and more in order to change our system of public education so that what works in public schools is available to all our students.

Thank you very much for the opportunity to be here today.

Chairman GOODLING. Dr. Randall.

STATEMENT OF WILLIAM RANDALL

Mr. RANDALL. Well, I'm going to talk a little bit in a few moments about the issue that Dr. Litow mentioned, and that is we hear the individual success stories. And we all have heard them, been part of them probably, but the challenge that we have in the United States is how do we make this leap from the hero syndrome, the hero principal, the hero teacher, the hero parent, to some kind of a scale up so that these kind of things are happening for all of our kids? That's the challenge that those of us at the State level have because we're kind of in between. We're trying to deal somewhat with systems that exist and yet we're trying to deal with the individual school and the individual principal, parent and teacher. So let me talk a little bit about how we've attempted to do this in Colorado. Recognizing that Colorado is a unique State, as they all are, you have to put what we do in perspective to what we're able to do.

First of all, I'd like to say that the most important thing I see coming out of all of this effort and struggle that's going on right now is this forging of a new partnership between the Federal, State, local the school levels and the emphasis of this new partner-

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ship is on the school and its community, and that's the correct place for the emphasis. The rest of us are supporting players in this enterprise and we need to keep that in mind.

I believe that to answer the question that was asked earlier about which are the three or four major things that contribute to a successful education: I maintain that it is clear standards for what students should know and be able to do, as well as clear academic content standards and support for the schools for staff development and innovation like you heard earlier. We do need to have special support for underachieving students in ways of dealing more effectively with them and then really, really rigorous assessment and accountability practices.

I'll just talk a little bit about those four things.

Colorado, as you may or may not know, is what we call a local control State. By that, I mean our constitution does not allow the State to be involved in textbook selection, or in determining instruction. As a matter of fact, we do not have State graduation requirements, they're determined by the local districts. Anything we do has to be grassroots in nature, so maybe the kind of modeling that would come out of how we dealt with some of these issues could be valuable to places where they have more structure.

We've developed our content standards in six basic academic areas: reading, writing, mathematics, history, geography and science. We took two years to do it and had over 14,000 reviews by parents, the business community, and teachers all over the State of Colorado and all of these 14,000 pieces of input were considered in four drafts before these content standards were adopted. They're model standards in Colorado and each of our districts is to create their own standards which must meet or exceed those that we create at the State level. By the way, our standards and the curriculum materials that we have in the districts to back them up are available on-line on our home page for anyone that might want them and by CD–ROM to all of our school districts. So we have moved into making it available through technology.

The past year and a half to try to build this local connection even stronger, the Colorado goals panel, which has been supported by Goal 2000, is made up of 40 citizens from all over the State, has developed a set of frameworks and a workbook for each community on how to best develop the kinds of programs to meet the needs of those students. One of the innovative things that this panel did was with our State chamber of commerce, they went to businesses all over the State, IBM one of them, with brown bag lunches, for all employees of that business, they go into an IBM or storage deck and they would advertise, come in over your lunch hour and meet with the goals panel and talk about these frameworks and the importance and again the enthusiasm and interest in the business community was tremendous.

I will not go into the stories about what's happening in our local communities as a result of this, but it's been tremendous. We had over 50 school districts and consortia of school districts working on standards and assessments, all through the work of our Colorado goals panel.

If you look at the partnership between the Federal, State, and local, you've got to think about what was said earlier, about what

can make an impact. The school-wide Title I has made a tremendous impact. I can remember being in a school in Boulder County where because of the school-wide, a special education teacher is the Title I reading expert or working with the regular classroom teachers to bring about the kind of instruction at significantly higher levels for all kids who are working together. It wasn't segmented and marked off by area special education, Title I or regular classroom. We have to recognize that this kind of flexibility is needed for all of our schools.

I think that if you talk about the statewide testing, another thing we've done in Colorado is we've said that our statewide testing is for quality assurance. We do not do individual student testing for high stakes at the State level. We say that's best done at the local level at the local districts. We do a random stratified sample that produces building results so parents can know the results of their students and their abilities, but not individual students. We feel that's a relationship that should take place between the parent, the student and the teacher on high stakes testing. So we keep it at the State level as a quality assurance program.

We have a citizen driven accountability committee at each of our 1,400 schools in Colorado and they make recommendations, particularly reading the alignment of that school's curriculum and its funding, including Federal funding based upon the achievement data for that school. They have to publish those results, both to all the parents in that community, as well as the general community at large in the newspapers, so that the community is fully aware of how that school is doing in student achievement and what the citizen-driven community is doing to make the necessary changes if they need be made.

We focus on building schools, testing and accountability for this reason. In Colorado, we do have open enrollment and any parent can send their student to any school in the State. We currently have 10,000 students attending schools outside the district of their home attendance boundaries.

I'd only like to mention one other thing, Mr. Chairman, and that is that we have also benchmarked our assessment data through the national assessment to the international arena because it is so important that we recognize that we're not in isolation and that we are in competition as has been mentioned on a world-wide basis. I'd like to end with just a brief story about the answer to the first question about what makes a difference. Last October, I was at a high school in our sister state in Japan, in Yamagata and I was meeting with a group of high school seniors. Unfortunately, I could not speak Japanese, but due to their education they could speak English. I asked them about that very question. I said, "you know, we think that you're just born high achievers, what is it that makes a difference?" Here's what the kids said. It's different, by the way, than what their principal and teacher said. The kids said, "well, we can't drive until we're 18, so there are no cars at this school." I hadn't thought about that and looked out, that's true. "We can't hold a job unless it's through our school's vocational program that puts us in the work place, you can't just work off-site." Then they said, we know very clearly that how well we do in school will have a direct impact on what kind of higher education we're

able to have and what kind of job we're able to have and the honor of our families.

Now the fourth and fifth, by the way, were that they wore uniforms and cleaned their own schools, but those are cultural items and I recognize that, but that third one, if we could get to the point where all of our schools had clarity about what students need to know and be able to do, and it was clear in their minds that that had a direct connection to their later life and that their families were directly involved in that process, then I think we could form this new partnership that is community-based and then supported by the State and the Federal Government.

Thank you.

[The prepared statement of Mr. Randall follows:]

STATEMENT OF WILLIAM T. RANDALL

Chairman Goodling and Members of the House Committee on Economic and Educational Opportunities, I am privileged to have this opportunity to testify before you on "What Works in Education." I am pleased to provide examples from my State of Colorado with reference to federal programs that have been especially important in advancing Colorado's work. My perspective on these examples comes from nearly four decades of work in teaching, business and education administration.

During that period, I've participated in most of the educational reforms. Many were successful; some seemed scattered and random. I can say directly that the current partnership between federal, state and local educational institutions gives me hope for major progress. A new balance is being forged with the focus on local communities and the other levels in support roles. It is the right balance. It recognizes that no single level can succeed alone in providing the services needed for America's students. Partnerships are the model for a successful future.

"What Works in Education" means what produces effective student achievement. I will suggest four key items: 1) Establishing clear objectives in standards for students which guide student motivation and direct the resources of the schools toward achievement of the standard; 2) Targeted support for school innovations and professional development; 3) Special support for underachieving students; and 4) Effective assessment and accountability practices. Let me expand on these points in the context of the extraordinary challenge for all of our students to prepare for the "information" and "digital" age.

Of any generation of Americans, today's elementary and secondary students are facing the greatest challenge to develop their capacities for intelligent decision-making and for employment in a high tech information and service-oriented economy. They will be taking employment in the 21st century, a century in which access to and use of knowledge will to be the dominant factor in our economy, society, and security. Education of our students will continue to be predominantly the responsibility of the family and local community. There are, however, major obligations of the state to assure quality of the foundation programs of education. There are clear and continuing nationwide obligations and opportunities which will make the difference between whether our nation is a "nation at risk" as described a decade ago, or "a nation prepared" for international competition with all of our students well-qualified and "a nation secured" to maintain both the values of a free, democratic republic and of our values and cultural traditions.

Challenging Standards for Students and Organization of Resources

The key factor to assuring high levels of student performance is having clear standards or objectives for what students should be able to know and to do.

In Colorado we place a strong value on establishing high standards for all students. The local school districts and schools are responsible for actions to attain the standards and are accountable for the results. Colorado is a strong, local control state. There is no state involvement in textbooks or graduation requirements. Instructional responsibility is in the hands of local school boards. Success in our system must be from the grassroots and respond to local needs and local accountability.

Our state model content standards have been developed by a special council which took two years and received more than 14,000 review comments from interested persons across the state. These model standards were adopted by the State Board last summer. They include the 21st century basics of reading, writing, mathematics, science, history and geography. Our local school districts now must adopt their own

standards in these subject areas. They must meet or exceed the state models. All standards and sample curricula are available to the districts on-line and through CD ROMs. Special handbooks have been prepared to help children with special needs attain the standards.

This past year-and-a-half with the assistance of the Goals 2000 funding, the Colorado Goals Panel (40 citizens from all over our state) developed a framework to assist local communities in planning their educational programs to attain their standards. More than $4.3 million in grants has been awarded to local districts and consortia of districts through Goals 2000 to support their unique approaches to reform.

Federal funding in particular has enabled school districts in our state to substantially advance work on establishing standards for students. In Weld County School District RE4, Windsor, all teachers participated in drafting standards for language arts, mathematics, science and social studies. More than half of the staff helped create new assessments of writing related to the standards. Federal funds have been used to guide development of assessments related to standards across 10 districts through the Northern Colorado BOCES. And, the East Grand School District has built a strong community base for student standards. Its planning team has generated standards and a new incentive program for teachers to improve student learning and a middle school "school-to-work" initiative.

Our work on standards is setting the pace for students and guiding change in other ways, such as the reform of our teacher licensure requirements so that those requirements and all leverage points for improved student results are aligned.

School-by-School Reform and Professional Development

The second factor for increasing student achievement is to provide teachers and principals with the opportunity to innovate and to learn new practices.

For more than 30 years, federal funding has helped localities in our state of Colorado to organize innovation. This support has come in the form of assistance under ESEA, Chapter 2 (now Title VI); the Eisenhower program; R&D centers and research centers; and now support for reforms under Goals 2000. These programs have strengthened state education agency capacity to advance statewide results through assistance to local districts.

Examples of "what works" include the "Tech Fresh Physics" model in the El Paso County School District #20, Academy School District Colorado Springs. This program with strong technology use has been so successful that the District has expanded it to new classrooms and provided all science department teachers with training in the practices.

Another "what works" innovation has been the Denver "Hallett Hands-On, Minds-On Science" curriculum. This project has now spread to all Denver elementary schools. A third example is the "Right Start in Reading" program in the Boulder County School District #1, St. Vrain Valley, Longmont. This special reading program is particularly helpful to children with disabilities and children with limited English proficiency.

Finally, I note an innovation program to assist first year, the make or break year, for teachers and administrators in the St. Vrain Valley Schools. The success of this project is in an increase of the number of first year personnel recommended to be professionally licensed. These types of innovative projects make the changes needed school by school to help the entire system meet the student achievement standards.

Targeted Support for Students in Poverty

Our objective is educational success for all students. To assure that all students succeed, it is essential to help those students who live in poverty or who need special assistance to learn English or overcome disabilities with extra support. Let me give you examples of success related to your federal Title I program.

. In Arapahoe County School District 28-Aurora, 31 percent of the students are Title I eligible. Through the use of Title I funds, eligible students exceed the state average gain in performance by 8.7 to 5.7 NCE gain in reading and 11.6 to 5.8 NCE gain in mathematics. In the Montview Elementary School with 69 percent poverty, the schoolwide program results are even more dramatic—14.31 NCE gain to 5.7 statewide in reading and 17.14 NCE gain to 5.8 in mathematics.

In the Larimer County School District #1, Fort Collins, with 22.4 percent poverty, the Title I student district average gain was 12.5 NCEs vs. 5.7 state average gain in reading. And, in Weld County School District 6, Greely with 43 percent poverty, Title I students had a 6.2 NCE gain vs. 5.7 state average. Especially dramatic success occurred at the Billie Martinez Elementary School.

Targeted extra support for children of poverty pays off. The federal government broke new ground in providing extra assistance to students of poverty through Title I starting in the 1960s. This federal assistance preceded the attempts by states and

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school districts to offer additional assistance to those students who needed it in order to keep up with the standards for all students. Over the years, the Title I support of children in poverty has been very directly related to a significant trend in student achievement, namely that the progress of students who are of minority background, predominantly of poverty, has increased to the point of substantially closing the gap between minority and majority student performance. These results do not suggest that the challenge is completed; there is enormous work still to be done. But the intervention of Title I has focused attention on the extra needs of students who must overcome the circumstance of deprivation in their lives to enable the motivation and opportunity to succeed in education. Moreover, the reauthorized Title I is now focused directly on school improvements that enable eligible students to achieve to high standards expected of all students.

Assessments and Accountability

The fourth factor for improving student achievement is in having good assessments of results and public reporting for accountability. In Colorado we stress the following: Our statewide testing requirement is designed for quality assurance purposes. We place high stakes for individual students through testing done at the local level. Statewide reports focus on school building achievement results.

Since 1988 each school has had a citizen-driven accountability committee charged with reviewing their school's achievement data and making recommendations for curriculum alignment and changed use of funds, including federal funds. The committee publishes achievement results to parents and the community. This strong level of local accountability pays off. Our State Board accredits all school districts through contracts made with Districts which spell out the student achievement goals, results, and progress being made.

This focus on local results with partnership from federal, state and district resources has been designed to provide accurate information at the school level so choices can be made by parents on standards and programs. In Colorado, a parent can send a child to any public school in the state. Nearly 10,000 students currently are educated outside of their regular attendance area under this provision.

Our work on assessments is assisted greatly by federal actions. Particularly in the last 30 years, the federal government has been providing funds for the development of assessments to measure progress of students at the state and nationwide levels. The National Assessment of Education Progress (NAEP) Studies are extremely important to establish trend lines for student progress in the states and to measure whether the overall student results of localities and states are meeting nationwide expectations of business and industrial leaders, policymakers, and the public. In Colorado, we are also benchmarking our student performance to international student scores through the Third International Mathematics and Science Study of the IEA. We could not do that without federal sponsorship of this international testing.

I have the privilege of chairing the National Assessment Governing Board. We are working through the issues of assessments, establishment of achievement levels related to standards, and on the connection of our national assessments to local, state and international assessments. The findings of the National Assessment of Education Progress (NAEP) could not be done without the support of the federal government. As we measure the parts of the educational system and the achievement results from that system, the longstanding federal commitment to providing information and helping with the determination of accountability is absolutely essential.

Mr. Chairman and members of the Committee, I have reported on four ingredients for "What Works in Public Schools." These are, of course, not the only factors, but they are at the top of the list and they are related to key actions your Committee has advanced through the years. We are committed to advance our efforts on these practices at the state and local levels. We urge you to continue to provide key federal assistance related to these four ingredients of "What Works."

As our nation prepares for the competition of the 21st century and for the challenges of intelligent decision-making on issues of health, environment, cultural traditions and values and our security, there continues to be a role for the federal government as critical as the role taken 200 years ago in the establishment of the Land Grants under the Northwest Ordinance, or 130 years ago in Land Grants for the colleges and universities, or 50 years ago with grants to students under the GI Bill. Our common, nationwide interests require the use of our common resources directed toward establishing challenging standards; support of innovation and professional development; special support for students of poverty; and, help with assessments and accountability. We look forward to a good partnership of state and local levels with you to expand "What Works."

Mr. Chairman, Members of the Committee, I would be pleased to respond to your questions.

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Chairman GOODLING. Dr. Weast.

STATEMENT OF JERRY WEAST

Mr. WEAST. Thank you, Mr. Chairman. I'll be brief. I've been watching those lights and they turn colors pretty quick and we get to that red bulb. It's best to ignore them.

Chairman GOODLING. They even turn more quickly if somebody filibusters over here on this side. Not really.

Mr. WEAST. I'm proud to be here because I'm the son of a one room school house teacher who started in the 1930s, I grew up as a Kansas farm boy. I'm most proud to be here today to represent our teachers, the over 4,000 teachers who are in the classrooms. I haven't heard much testimony about them. I'm going to answer the question right up front as to what I think makes the difference.

That's a well-trained teacher who gets good support, works with a higher tech focused curriculum, focuses on what the individual needs of students are or an individual group of students and receives community and parental support. It's the same formula that my mother had back in the 1930s in that one room schoolhouse, except higher tech. If we're going to do everything that needs to be done, we can't do it with the number two lead pencils anymore.

I represent a system that has 57,000 students, which came into being through a merger three years ago. We had a catalyst for change, anytime you put three school systems together in a county-wide district. We have 7,500 employees in a very progressive part of the country that includes the Winston-Salem area, Greensboro and High Point areas, but the county includes Greensboro and High Point. While we're progressive, we still have a third of our students, almost 35 percent, who come from homes which are at poverty level, in urban, suburban or rural settings and 22 percent of our parents don't have a high school education.

So I want to talk very quickly about five or six things that I think make a difference and I'm going to break them down into technology, instruction, human resources and community.

What we found when we put this school system together is that maybe the curriculums were not aligned in the schools as proper and I think people have testified to that. It's important to have a well-focused, well-articulated, both horizontally and vertically aligned curriculum. It's also important to teach the basics: reading, writing, and math. While the school day is full of interruptions, you need to concentrate on the core subjects and we found that not enough time was spent on the core subjects. In fact, we found students who are passed along from grade to grade who didn't know how to read. I will concentrate a little bit on reading because that's the most important door to unlock. If you don't have your children reading by the end of second grade, you are condemning them to less than a quality education. So while you talk about rigor, you talk about quality, you have to move down to those early grades. In fact, our Board of Education and teaching staff was so committed to that, that we moved down to working with four year olds and we did that with your Chapter 1 or Title I moneys, as it's called now.

We put $2 million of our $4 million of that particular program to work with 427 children who needed help. We need to work with

about 2,000. We showed some amazing results. In the two years that we worked with those children in a well-articulated program, we've increased their developmental scale scores by an average of 39 percent. This is very important, because they were ready to go to Kindergarten and we found wide developmental differences.

Another thing, and I see we're on the caution light here, is work force preparedness. Not much has been talked about here. You have to give children a vision and that vision has to relate to what's going on in the work force. It has to be a higher tech vision. So we moved to instructional management systems to start working individually with students. We are hooked up to the North Carolina information highway so we can teach across our 14 high schools both in and out of school, take electronic field trips to the Smithsonian and to Kenya. We also then recognized after having almost 25 student, parent and employee forums that not everybody working in the school was adequately trained. In fact, we heard from our children that not all of our teachers were good. So we needed to work on that.

We initiated a program called Project HELP. It focused on who the evaluator is and how they evaluate instruction. We found that most of our instructors were over-evaluated to the highest levels. After retraining our evaluators, they were able to recognize that maybe a substantial number of our teachers needed help. Thus, we were able to develop legally defensible and educationally sound plans to remediate the teachers who needed the remediation. All we asked them to do was not weed the patch, but tell the truth, which is very important.

Since we are on the red I will conclude, but you need to work with early childhood. You need to have a focused instruction program. It needs to be higher tech. You need to recognize human resources. Your focus should include: who works in the classroom, how you hire them, how you induct them, how you train them and how you support them and then last, but not least, you need to involve the community. We did that in a substantial way. We looked at Yale University, a leading educator both domestically and internationally, for Dr. James Comer's research-proven program in school development. We initiated this in over half of our schools already, and we hope to have it in all of our schools. It brings parents who maybe haven't been recognized as stakeholders as much as they need to be, in on making the decisions at the local level. We transferred that power, Mr. Chairman, down to the local level to make those decisions, with regard to the budget and to many aspects of setting the policy.

If you can do those things, and get your parent volunteers in, and we have 600 and some partnerships now and 35,000 PTA members, you can do dramatic things. In three years we have raised reading, writing and math scores at every grade level school, and we have increased our SAT scores every year for the last three years, as well as the number of children taking the test. We moved our high academic standards up and we currently have two international baccalaureate type schools. There are many options from which the children may choose, including a Spanish emersion program where children learn elementary school in Spanish. It's a 210-day elementary school, which has traditional values or tradi-

tional delivery system and many options from which our children may choose.

We believe that the children are to be put in the center of the equation with responsible teachers who are well supported by the community.

Thank you, Mr. Chairman.

[The prepared statement of Mr. Weast follows:]

STATEMENT OF JERRY D. WEAST, ED.D.

Mr. Chairman, members of the Committee, fellow educators and guests. It is a distinct honor to be invited to speak before this committee. For a farm boy who grew up in Kansas, appearing before a committee of the Congress is a special and memorable experience. I'm especially glad to be here to talk about the subject at hand: *What Works in Public Schools*. In the Guilford County Schools, much is working, and working very well.

Three years ago when I became the new superintendent, the three school districts in Guilford County merged to become the third largest system in North Carolina and among the 60 largest in the nation. With 57,000 students and 7,500 employees, we are among the top three employers in a progressive 11 county region that includes Winston Salem, Greensboro and High Point and the industries associated with those cities.

Progressive yes, yet more than a third of our students are from homes below the poverty level and 22 percent of our parents have an educational level below high school graduation.

For many years, our schools were adequate for the low wage/low skill jobs that local industry provided. No more. Workforce needs have changed dramatically. In addition to graduating students prepared to enter the best colleges and universities, it is imperative that we prepare others to enter a workforce that demands extensive academic and technical skills.

The merger creating the new consolidated Guilford County Schools was the catalyst our community needed to revamp its public schools. The transition dictated that every aspect of the new system be examined.

The challenges we uncovered were daunting:

- the curriculum was not aligned with classroom instruction, which means that our teachers were not teaching the State's prescribed curriculum;
- not enough time was being spent on the basics of reading, writing and math, while the school day was full of interruptions;
- students who could not read successfully were moving through the system and being graduated;
- teaching was far too constrained by textbooks, and other resources that expand learning were under-used or not available—for example, technology;
- the high schools had no workforce preparedness program for students not planning to enter 4-year colleges, and the students who were on track for college were not being adequately challenged, even to the point that many who were enrolled in advanced placement courses were not taking the exams;
- achievement scores ranked Guilford County Schools last among similar systems in the State, while the per pupil expenditure in Guilford County was above expenditures in those same systems.
- and even though I had heard over and over in a series of forums with students, parents and business leaders that poor teachers were their primary concern, we discovered through a massive analysis that virtually no teachers had received unsatisfactory evaluations for the three years prior to merger. What's more, the great majority of teachers were being rated at the very highest levels on annual evaluations.

The bottom line: We were spending more, yet we had students who couldn't read, achievement scores that didn't compare well with similar systems, a lack of focus on the basics, no workforce preparedness and little evidence that students were being challenged by rigor and high expectations—although the great mass of teachers were evaluated "above average" to "superior." These facts simply did not add up.

Making students our top priority, we responded immediately with two plainly stated goals: *Achievement Up. Costs Down.* For three years, these goals have driven every action and decision, and the results have been significant.

Achievement scores have risen significantly each year, as have SAT scores. The top tenth and second tenth of our students score as well as the top students in the nation.

Are costs down? Yes. We are in our third consecutive year of a self-imposed hold-the-line local budget, meaning we haven't asked for nor received an increase from the County Commissioners, which is our local funding body. Our ability to maintain local spending at a constant level is particularly significant considering the system has gained nearly four thousand students since merger—more than a thousand each year. So, actually, our hold-the-line budget equates to a cut in local funding, based on constant aggregate dollars.

The fact that achievement is up and local costs are down is evidence that things *are* working in the Guilford County Schools. I want to highlight some of the efforts that are making the biggest difference.

To bring about a flat budget, which lowered our per pupil expenditure and saved our taxpayers hard earned dollars, significant cost-cutting measures were required. An immediate downsizing of central office staff by over 70 positions resulted in a savings of $3 million. The remaining instructional staff was restructured into Action Teams that provide direct assistance to schools where student performance is below the system average—many of which are schools highly impacted by the 34 percent of our students from economically disadvantaged homes. A portion of operations such as grounds-keeping and heating and air conditioning repair are now contracted with private vendors rather than provided by full-time, full-benefits employees.

We then took those savings and funneled a great portion of them directly to schools, giving teachers and principals total control of their school-based budgets. We used those savings, too, to add extra positions in our poor performing elementary schools to improve achievement and in all middle schools to be used solely for improving reading.

We added another position at the middle schools to aid with discipline and to provide structured classrooms for those students with behavior problems who disrupt the learning of other students.

What did we do about the quality of our teachers and the fact that virtually all of them were being evaluated as "exceeding expectation," when in fact students were learning far less than we expected? We instituted a process called Project H.E.L.P. (Helping Evaluators Lift Performance) whereby principals received extensive training on how to improve or remove those teachers whose performance does not meet the higher standards of performance we have set for our employees.

The principals initially identified 111 tenured and 19 non-tenured low-performing teachers and wrote legally and educationally sound plans clearly identifying their problems and necessary steps for improvements. Out of that original group, at the end of the first year, 51 were no longer with the system and seven others had been moved out of the classroom. At the end of the second year, 65 of the original 130 were no longer with the system. Others had made improvements significant enough that they no longer needed intensive assistance and monitoring. In addition, several principals were removed using the same process. That process is ongoing with additional personnel continuously being identified, helped to attain satisfactory improvements, or dismissed. Currently 67 teachers have been newly identified as needing improvement and written plans are being developed.

I told you we had students graduating who were not able to read beyond very basic levels. Eradicating that travesty is the only hope we have for the future of every child, the future of the workforce, the future of the economy and the future of the community. We now have a goal that by 1997, every second grader will read at grade level. We have invested the majority of our Title I funds in two critical areas: (1) preschool classrooms for developmentally delayed 4 year olds from economically disadvantaged homes and (2) specially trained teachers to work one-on-one with the very lowest performing first graders using a proven, research-based program called Reading Recovery.

Are these programs working? Unbelievably so. Last year, we served 427 four year olds in 27 preschool classrooms, giving them language and social experiences that would allow them to enter school ready to learn—possibly the most important of the national goals you have set. The average improvement for these children was 39 percentile points. The *group* average moved from 16 to 55 points over the course of the year—a gain that allowed them to enter kindergarten this year on par with the average child in the general population, who is of course at the 50th percentile. The potential this program has for ensuring success in school for even the most developmentally delayed children is obvious. We need your help.

As for Reading Recovery, in its first year Guilford County's program experienced a success rate even higher than the 80 percent success rate that 20 years of national research has established. Students who completed the program are now reading independently—and even though the program allows us to serve only the lowest 20 percent of the students, in Guilford County we were able to serve only the lowest 10 percent last year due to the limited number of teachers we could fund. This year

we raked and scraped within our Title I funds and from other sources to add 27 additional classrooms for a total of 45. However, we need more than twice that many. The program works. We can't stop until every child can read by second grade.

As previously stated, we found that our teachers were not necessarily teaching what the State prescribed in its Standard Course of Study, which just happens to be what the State also assesses through end of grade and end of course tests. In addition to making sure that they had personal copies of the State's curriculum, we raced ahead of the State to develop our own Criterion-Referenced Tests for elementary and middle schools. Teachers in grades 3-8 administer these tests at the end of every nine weeks. We also provided technology in the form of an instructional management system that allows them to scan and score the tests for immediate feedback. At all grade levels, teachers can design and produce their own tests using a data bank of test items to gauge student progress in even shorter intervals. The end of the semester or the end of the year is too late for teachers to identify precisely the skills a child has failed to master. Early identification allows remediation to occur immediately and keeps students from getting further and further behind.

At all grade levels, we are protecting a defined portion of the school day from interruptions, including dismissal for athletics, pep rallies, money collection, and the myriad of other things that infringe on the school day if allowed—including community requests to involve students in very worthy efforts, such as every kind of "thon" imaginable—walk-a-thons, tele-thons, rock-a-thons, ad infinitum. That hasn't been easy. You don't win friends that way. But even the most ardent organizers can't argue with our motive: we have to teach these children and we have such a short time to do it.

Those of you who are or have been parents of young adolescents know these are difficult years. That's true in schools, too. However, in the past three years, we have seen consistent, and even dramatic improvements in achievement in grade 6-8. What is working for us in the middle grades? It is the reemphasis we have placed on the core subjects—reading, writing, math, science and social studies. How? We've lengthened the time for teaching core subjects to four hours, which in many instances meant lengthening the school day.

I've already mentioned that a reading teacher and an alternative classroom for disruptive students were added in our middle schools, both of which have contributed to higher achievement. Also, we are implementing, systemwide, a comprehensive middle school plan that adheres to the established principles for middle grades education and that addresses the unique academic, social and emotional characteristics of young adolescents. Within the next two years, each of our 17 middle schools will be exemplary models of the national standards established for middle grades education.

At the high school level, the challenges have been great. A general curriculum was still in place at the time of merger, offering the 55–70 percent of students who will not enter or will not graduate from 4-year colleges and universities an unchallenging, second-rate education. Gone now are general math, general science and many of the vocational classes that were preparing students for the workforce of 30 years ago.

All students are now required to take Algebra I, and the new workforce preparedness program, Tech Prep, requires math even beyond that level, as well as higher level science courses. We have used your federal dollars, some local dollars and a major gift from a local industry to upgrade to today's standards every science lab in our middle and high schools and to begin the purchase and installation of high tech labs. Within two years, the general curriculum will be extinct and, by 1997, all high schools will have a comprehensive Tech Prep program, including the accompanying labs.

Business leaders have collaborated with the school system and our local technical community college to define the skills and knowledge the workforce requires and to help develop high school and community college courses that guarantee the skills and knowledge students need for employment.

Our apprenticeships and coop programs have prompted the State's Department of Labor to assign to Guilford County a full-time member of their department to develop and establish additional apprenticeships and work-based learning experiences in local industry. By 1997, 1,000 Guilford County students are expected to be enrolled in apprenticeship programs. The designs developed in our county will become models for the rest of the State, but our students and our businesses will be the first to benefit as our graduates enter the workforce prepared for the jobs they fill.

What about those students who plan to enter 4-year colleges and universities? The emphasis we have placed on raising expectations and providing a challenging, rigorous course of study has resulted in an increase of 53 percent in the number of students taking Advanced Placement courses and exams. We are expecting an-

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other dramatic increase in that number this year which is the first year all students taking the courses will be required to sit for the exams. Our intent is to ensure that the AP curriculum is being taught fully, knowing this will impact the rigor of prerequisite courses at both the middle and high school levels. The AP Program offers able and ambitious students an opportunity to study one or more college-level courses and prepares these students to take the AP examination to receive advanced placement and/or college credit.

Our emphasis on challenge and high expectations is reflected in the large percentage of students who take the SAT. In 1995, 65 percent of our graduating seniors took the test, compared with 60 percent in North Carolina and 41 percent in the nation. Each of our 14 high schools had more than 50 percent of their seniors participating while our scores are continuing to rise. We highly encourage students to take the SAT and other tests that provide access to post-graduate opportunities.

Students are also encouraged to take advantage of opportunities that help prepare them for these tests. We go as far as paying for all qualified students to take the PSAT, which helps prepare them for the SAT. Over 5,000 of our students have taken the PSAT in each of the past two school years.

Possibly the best example of the pay off that our focus on rigorous studies and high expectations has had is that since merger, two Guilford County Schools have passed rigorous scrutiny to be selected as schools offering the International Baccalaureate (IB) program. The IB program offers a challenging international curriculum that requires students to demonstrate their competence in various academic areas for both internal and external evaluation. Furthermore, just as with Advanced Placement, this program will have a ripple effect on the rigor of prerequisite courses.

At the other end of the high school spectrum, we have taken a very courageous stand by eliminating summer school for students who fail coursework, even if it means taking an extra year to graduate. We have given the money earmarked for summer school to principals to use for remediation and tutorial purposes throughout the year. We believe that no child who is failing can learn everything they need in an abbreviated 20-day session which is generally characterized by low expectations along with a lack of challenge and rigor.

Something else that's working for us is that we have expanded our curriculum offerings considerably—especially in advanced studies—by linking all of our high schools with the North Carolina Information Highway. This link is providing unique learning opportunities taught by distinguished professionals from remote sites throughout the state, the nation, and even the world. Electronic field trips to Kenya and the Smithsonian, which allowed students to interact with some of the world's foremost scientists, were only two of the experiences our high school students had last year. Another highlight of the year came when a government and economics class interacted with our distinguished Speaker of the House, Mr. Gingrich, who taught a lesson on leadership especially for that class.

The highway also provides equity in our system. Since every high school cannot justify a German or Japanese teacher for introductory studies, or a French or Spanish teacher for advanced studies, or justify an advanced placement class in social studies, we can provide students these opportunities by linking schools via the Highway. A teacher at one site can teach and interact with students at four other sites. Our teachers also benefit from staff development that is accessible from local and state sources, saving us dollars in travel and time away from their classes.

Guilford County Schools has not achieved the change and progress I've mentioned without tremendous community support. While holding us accountable for raising student achievement and for fiscal responsibility, they have readily cheered our successes. I can't envision a community where business leaders are more committed to helping prepare students for the future.

A round-table of our most prominent leaders, along with the Chambers of Commerce, have made education the cornerstone of economic development. They have enabled us to make the *best* decisions rather than the easy decisions through their vocal public support. They have been a major force behind the giant strides we've taken in workforce preparedness, and they have been unswerving in their support of our efforts to raise standards for students and teachers.

One other factor impacting our success is the growing number of parents who are involved as decision makers and advocates for their children's education. Half of our 93 schools are implementing Dr. James Comer's School Development Program. That model has brought in parents who have never before been stakeholders. It has provided a structure to address critical issues and to make decisions, through consensus, that are in the best interest of children, individually and collectively.

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In addition, membership in our PTAs has grown to 35,000, possibly the largest in the state. We recognize the power of parents and the essential role they play in achieving our mission.

I am glad you invited me here today to cite some of the things that are working in public schools. We are proud of the progress our system is making. We are proud of the achievement levels our students are attaining and we are proud that we are accomplishing these things with a local budget that has not increased for three consecutive years.

Recognition of our system's progress and innovation has come in a variety of forms: Two national awards for technology innovations, our state's highest award for parent involvement, selection as a filming site for demonstration of innovations in curriculum instruction, two national awards for financial reporting, and most recently, a citing in Money magazine as one of the nation's top 100 school systems in affordable communities. The system has also been featured in the annual reports of two major companies, Gannett and Fujitsu, Ltd.

We are proud of the horrors and proud of our progress, but we still have a way to go before all of our children are prepared for tomorrow.

Chairman GOODLING. Dr. Williams, you probably don't know why you're testifying last, but I'll tell you. I wanted Jeff Simmering to have to sit here and listen to all the testimony of both panels and miss his lunch.

[Laughter.]

Chairman GOODLING. Dr. Williams.

STATEMENT OF JAMES WILLIAMS

Mr. WILLIAMS. Thank you, Mr. Chairman, and after catching the 6 o'clock flight into Washington, I was wondering also.

[Laughter.]

Mr. WILLIAMS. Thank you, Mr. Chairman, and Members of this committee for giving me this opportunity to share the good news about public education. I consider it a distinct privilege to testify to this committee about the power of public education and to make a difference in how it makes a difference in the lives of young people.

America's educators have a responsibility to address the critics who claim that public education is failing our children. Our detractors tell us that we have a generation that cannot compete globally. We read and hear that our young people have no moral conscience to direct their paths. I am here to tell you that public education is working harder and smarter than ever to prepare a generation of young people to take their rightful place in the work force, serve and lead in a strong democracy and to contribute to our Nation's vitality in a global economy.

According to Secretary of Education, Richard Riley, the Nation has turned the corner in education and is moving from a nation at risk to a Nation with a hopeful future. A recent Rand report documented the achievement gains of minority students over the past few decades and suggest a special intervention program such as authorized by this committee has contributed to this education process. The Dayton City School District is no exception and has become in some instances a pacesetter in the area of reform.

While our progress is considerable, so are our challenges. Dayton is the sixth poorest urban center in the Nation among cities of comparable size. Elementary students in the Dayton public school system eat breakfast and lunch at no charge because children who come to school hungry cannot learn.

Our kindergarten screening program reveals that at least one third of the children who come to us must overcome physical and developmental barriers to catch up to their peers. Staff development and expansion of full day kindergarten are helping us address these critical needs when children do not come to school ready to learn.

In the Dayton public school system, we serve over 1,600 special education students from multi-county areas. Attendance is held steady with slight improvement over the past five years. We are in partnerships with the juvenile court, the Dayton police department and social service agencies, which have resulted in: city-wide truancy sweeps, rate of parental involvement and case by case examination of factors leading to poor attendance. In certain occasions, the judges have made a commitment to lock parents up for not supporting their young people coming to school in the Dayton school system.

The drop out rate in the Dayton public schools has fallen to the lowest in the State among the higher urban students. This progress is due to an innovative program like Greene Military Academy. This academy serves high school students who are not succeeding in a traditional school setting. All students participate in the Junior ROTC and wear uniforms. In addition to their regular school program, students participate in a week long boot camp at a United States Army installation.

The Dayton magnet school program allows students and their families to select from 15 distinctive academic themes of choice schools. Each instructional theme is designed to hold students' interest from kindergarten through the 12th grade and bring learning to life. These themes consist of Montessori technology and we also have an international baccalaureate high school, one of 400 in the country and only two in the State of Ohio.

Mr. Chairman, you talked about the ninth grade proficiency test as an obstacle for many of our higher students. We welcome higher proficiency tests. Students who do not succeed early in their high school careers find repeated failure increasingly discouraging. In the Dayton public school system we demonstrated the greatest improvement of any Ohio school district in student passing rate on the Ohio Proficiency Test.

Two years ago, Dayton's Dunbar High School for Professional Studies was recognized by our Governor, Mr. Votnovich, for its use of artificial intelligence to help students master skills measured on the proficiency test. The state-of-the-art PLATO lab which is made possible through a partnership with Wright-Patterson Air Force Base I want to thank you all for supporting Wright-Patterson Air Force Base, and the Alliance for Education which continues to prepare students for success on the proficiency test. Our core curriculum program, Dayton is an urban school district, we have chess. Five students from Dayton have won the State championship in chess. You don't hear too many minority students participating in that type of activity, but we feel that chess is a critical thinking process and we have incorporated chess in all of our elementary schools for the past two years. We have had a chess tournament at one of our local high schools.

The number of Dayton students who are preparing to go to college has climbed steadily in the last five years, from 45.7 percent in 1990 to 54 percent in 1995.

Strong business involvement in the areas of student achievement and student placement have provided a network of mentoring, work experience, scholarship and job opportunities, by increasing the number of high school students.

Dayton's Class of 1995 earned more than $6 million in scholarships to many of the Nation's finest institutions of higher learning. Early identification and intervention also is helping us prepare an increasing number of students to become National Merit Scholars. One of my great city school district colleagues has reported that one of our Governors criticize who is a supporter of private school vouchers, recently visited two of his inner city schools. The Governor stated that he was surprised that there's no graffiti either inside or outside of the schools. Mr. Chairman, I would like to invite all of you to Dayton, Ohio. There's no graffiti in any of our 53 schools.

Dayton is the national leader in the area of character education and has expanded its program to include local media, the religious community, area businesses, surrounding school districts and Dayton's families. Uniforms, once associated with private, parochial schools are commonplace in 18 of our public schools.

I was accused, as a superintendent, of sending my children to private school because my daughters, twins in the fourth grade, are wearing uniforms in the public school system. While virtually all other urban districts in Ohio are struggling with multi-million dollar deficits, we are very proud that Dayton has a balanced budget, as we promised our citizens, because we have kept our promise. We have enjoyed solid voter support since 1983 in passing three levies.

Let's talk a little bit about Title I. You've heard and read a lot about Title I. Title I is very helpful in the Dayton School District. Yes, we receive about $12 million from the Federal Government, but we also recognize that when we test our kindergarten students, we find that they are deficient in two major areas, expressive and acceptive languages. We must spend dollars to help those youngsters catch up in those areas. We are looking at moving our Title I dollars from kindergarten to third grade to a 15:1 pupil/teacher ratio, training our teachers of how to teach smaller classes. In urban school districts in Dayton, Ohio, we are neither marathon runners nor sprinters. It takes us longer to reach that goal than other school districts because our youngsters are coming to us with many, many problems. Citizen involvement is provided through a three tier network of community education counselors which bring parents, staff and community leaders together to address common district issues. We have very strong business support. We have Reynolds and Reynolds, the CEOs from NCR, Mead, Standard Register and Society Bank. They joined the colleagues in the Dayton education community to work on four subcommittees. Our business leaders are concentrated in four areas: student achievement, management and finance, student placement and public relations.

Our business leaders have made a commitment to support our young people, training beyond high school as they complete a prepared program that we all signed off on. They have guaranteed

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STATEMENT OF
JAMES A. WILLIAMS, Ed.D.

COUNCIL OF GREAT CITY SCHOOLS INSERTS:

ON PAGE 2, STRIKE PARAGRAPH 4 AND INSERT THE FOLLOWING:

According to Secretary of Education Richard Riley, the nation has "turned the corner" in education and is moving from a nation at risk to a nation with a hopeful future. A recent Rand Report documents the achievement gains of minority students over the past few decades and suggests that special intervention programs, such as authorized by this Committee, have contributed to this educational progress. The Dayton City School District is no exception and has become, in some instances, a pacesetter in the area of reform.

ON PAGE 4, PARAGRAPH 2, CHANGE THE WORD "Choices" IN THE THIRD SENTENCE TO "These educational options"

ON PAGE 6, PARAGRAPH 2 INSERT AT THE END OF THE PARAGRAPH THE FOLLOWING:

One of my Great City Superintendent colleagues has reported that one of our chief gubernatorial critics and private school voucher proponents recently visited two of his inner city schools. The Governor stated his surprise that "there *is* no graffiti either inside or outside the school." Mr. Chairman, I am very concerned that some of our nation's top policy makers are formulating policies based on media-fed images, rather than facts and reality. It is essential for top policy makers to see for themselves all aspects of our public education system: the good, the bad, the ugly and the outstanding.

ON PAGE 7, PARAGRAPH 4, STRIKE THE WORDS "for staff development" IN THE FIRST SENTENCE, AND INSERT IN THE SECOND SENTENCE AFTER THE WORDS "Programs like" THE FOLLOWING: "our Even Start"

ON PAGE 9, PARAGRAPH 3, STRIKE THE WORDS "(Berliner, 1992)" BOTH TIMES THEY APPEAR, BUT RETAIN THE ASTERISK.

ON PAGE 10, PARAGRAPH 1, CAPITALIZE "Committee"

ON PAGE 10, PARAGRAPH 2, ADD THE FOLLOWING LEAD SENTENCES:

It is clear both in Dayton and nationwide that there is no "Silver Bullet" or magical prescription for making every student, in every school, in every community perform at optimal educational potential. No one has a simple answer in education which works everywhere with everyone. Yet, there are numerous approaches in public education which can be effective when tailored to the circumstances of the students, the school and the community. We are just one example...

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Mr. Chairman and members of the Committee, thank you for this opportunity to share the good news about public education. I consider it a distinct privilege to testify to this subcommittee about the power of public education to make a difference in the lives of young people.

America's educators have a responsibility to address critics who claim that public education is failing our children. Our detractors tell us that we have a generation that cannot compete globally. We read and hear that our young people have no moral compass to direct their paths.

I am here to tell you that public education is working harder and smarter than ever to prepare a generation of young people to take their rightful places in work, serve and lead in a strong democracy and to contribute to our nation's vitality in a global economy.

According to Secretary of Education Dr. Richard Riley and a recent report from the Rand Corporation, public education has been on a steady incline since *A Nation At Risk* report was released in 1983. The Dayton City School District is no exception and has become--in some instances--a pacesetter in the area of reform.

Successes and Challenges

While our progress is considerable, so are our challenges. Dayton is the sixth poorest urban center in the nation among cities of comparable size. Elementary students in Dayton Public Schools eat breakfast and lunch at no charge, because children who come to school hungry cannot learn. This is the

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Co-curricular programs also help to keep students in school and learning. Dayton's inner-city students have gained many state titles through nontraditional activities such as chess, and Dayton's Colonel White High School for Performing Arts has hosted the state's scholastic chess tournament two years in a row. Ropes Challenge Courses, choral and instrumental groups, the Superintendent's Student Senate and other activities challenge students of all ages. In the elementary grades, programs such as Young Men and Women of Distinction and Lunchtime Mentors expose young children to caring business professionals who commit their time and talents to serve as mentors and role models.

More Students Going to College

The number of Dayton students preparing to go to college has climbed steadily in the last five years--from 45.7 percent in 1990 to 54 percent in 1995. Strong business involvement in the areas of student achievement and student placement have provided a network of mentoring, work experience, scholarships and job opportunities for increasing numbers of high school students. The ACE (Achieving Competitiveness through Education) Program begun by Reynolds and Reynolds prepares Dayton's best and brightest for college and career success and helps students overcome financial barriers to higher education while gaining valuable on-the-job experience. Dayton students also are challenged and, in many cases, required to take higher-level courses in science and mathematics.

Dayton's Class of 1995 earned more than $6 million in scholarships to many of the nation's finest institutions of higher learning. Early identification and intervention also are helping us prepare increasing numbers of students to become National Merit Scholars.

Safe, Drug-free Schools

Local and national media perpetuate the myth that America's schools are plagued with violence and crime. The National Education Goals Panel reported in 1994 that student victimization (*reports on tenth-graders*) has decreased by 40 percent in 1991 and 1993.*

Dayton is a national leader in the area of character education and has expanded its program to include local media, the religious community, area businesses, surrounding school districts and Dayton's families. One illustration of the impact of character education is Allen Classical Academy. Allen was 29th of 33 district elementary schools in achievement and skyrocketed to number one in six years. Student fights declined dramatically, while attendance and parent involvement increased. Parents must sign contracts to be actively involved in their children's education. *USA Today*, CNN, and a host of other national print and electronic media have focused on Dayton. Our conflict resolution and peer mediation programs also serve as models for the state and nation.

Our Partners in Education program pairs the district's more than 50 schools with area businesses. Partnerships provide mentors, field trips and job shadowing experiences, incentives for staff and students, strategic planning resources for staff, and a host of in-kind services to support instruction, staff training and continued student achievement.

Finally, partnerships with higher education ensure our movement toward a seamless educational process from kindergarten through high school and beyond. Curriculum revision, teacher training and facilities upgrades are part of our partnership with the University of Dayton, with funding from the National Science Foundation. Sinclair Community College provides Dayton high school students with a high-tech head start to college through their Tech Prep program. And Wright State University provides many opportunities for staff development. These are just a few of our collaborations that provide public school students with some of the finest educational opportunities available.

In Conclusion

Many critics would have you believe that per-pupil expenditure does not equate with improved learner achievement. The facts are that states spending the most per pupil--on average--have eleven times higher percentages of students taking the SAT tests than the lowest spending states (Berliner, 1992).* And states that spend the most per pupil produce citizens that earn the highest per-capita income (Berliner, 1992).*

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Using Dayton Public Schools as an example, I can say with confidence to this distinguished committee that public schools are good stewards of taxpayers' dollars and deserving of the public's support. We will continue to cultivate the rich human resources available to us to work for cutting-edge initiatives and reform, and to safeguard the education of our children, with which the public has entrusted us.

We are just one example of what is working in public education. Public schools across the nation must continue to celebrate their achievements...replicate their successes...and demonstrate the good job they are doing. Thank you again for the opportunity to share the state of education in Dayton.

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* Setting the Record Straight: Myths and Facts About American Education, developed by the Wisconsin School Public Relations Association with a grant from the National School Public Relations Association's Foundation for the Advancement of Education, 1995).

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Mr. LITOW. Is instructional technology. Obviously, I don't think that's sufficient and I think it's good to target money for technology, but I think it's a mistake for school systems to look at the technology spending as only the money that's allocated for technology. Let me give you an example. In those days when I was deputy chancellor of schools in New York City, the State legislature approved a law that provided for mentoring of new teachers, mandated that every new teacher get a mentor. Part of the mandate written in the regulation was that teachers be removed from the classroom, replacement teachers be put in the classroom. You pay mentors and mentees to take care of one another. By the time things were finished, that was a $30 million program and I would think that that would be a perfect opportunity for an intervention with technology. I don't think that technology is a discrete sum of money. It ought to be how one trains teachers and does professional development. It ought to be part of your sort of forward administrative budget. I don't think we should have separate technical systems. So I think the answer is that all levels that have the ability to spend, I think people should pay attention to technology because I think ultimately it will make you more effective and save money. But I think if school systems look at their technology budget just as the money that you provide in a categorical program, I think they're missing the mark.

Mr. OWENS. I might point out that the Majority party is always saying we want to emulate the private sector and you run the government like you run a business, but when it comes to this kind of obvious innovation that we could use in public schools to follow the pattern of business, nobody wants to do it.

Dr. Williams, you had your hand up.

Mr. WILLIAMS. I would like for us to be very careful when we talk about technology. It's needed, but in our urban cities, our school buildings are over 100 years old. You can give us all the technology in the world, but we don't have the capability to hook it up based on the wiring. So we need to look at the larger picture.

In Dayton, Ohio, an architect came in and evaluated our schools. They recommended that eight of those schools be closed down because they're not fit to educate children. Two hundred and forty five million dollars to bring our buildings up to basic standards. So I think we need to look at the total picture——

Mr. OWENS. Dr. Williams, should every city have waited until they upgraded all the roads before they built an airport? No. It's an obvious question. So you have to do it all together and you can't wait?

Mr. WILLIAMS. That's correct.

Mr. OWENS. Probably no city has worse schools than New York. New York probably has the worst schools in terms of physical condition of schools, so I know what you're saying. We need the funding across the board. But we cannot wait to upgrade.

My final comment and question is what do you think of the President's proposal? I know what you think of his proposal on uniforms, you said it. For all of the panelists, what do you think of the President's proposal that we wire all the schools by the Year 2000? I understand there's some experiment going forward in California. We're going to wire them and have them able to hook up

to the Information Superhighway, the Internet, etc. by the Year 2000.

What is your comment on that?

Mr. BROGAN. Congressman, if I may, in Florida just this past year, the past legislative session, there was enacted a piece of legislation called the Telecommunications Bill. It was a massive bill that had a great deal to do with the telecommunications industry, but within that bill there was a requirement to the telecommunications industry throughout the State of Florida, wired to and hardwired to each and every school in the State of Florida, to do very much of what Dr. Williams was just mentioning, that the private sector recognizes they have a commitment to this as well, and within that bill, they're now required to bring to the schoolhouse door and to the wall of that school the telecommunications wiring system that would then enable us to access the technology that is out there and make it more available.

I guess my point is this, Congressman, as cliche as this might sound, we cannot do this alone. The Doctor made mention of it as well. Education as a separate entity, regardless of whether the funding comes from the State level, the Federal level or the local level or a collection thereof, cannot do this alone.

For example, when we set up a vocational technical facility that has within it a course for automobile mechanics, that incredibly expensive hardware that goes along with the changing industry, changes so radically that when we set it up 25 years ago, you could use that same hardware for years and years because the technology had not changed. Now, we have to undergo regular and massive retrofit and people who are in the know are recognizing that we've got to work much more closely in that example with the people in the automobile manufacturing and mechanics world to help bring their resources into those labs, so that we can keep current with the equipment that we're using. We can't do that alone. So I will end simply by saying that it's got to be a partnership between public and private to do what we need to do.

Chairman GOODLING. Mr. Owens' time has expired, but I noticed that Dr. Weast seems to be in pain. Did you have a comment?

Mr. WEAST. I'm in pain on the technology issue, because I think it's so important. We've got to quit fixing to get ready and get going. If you're going to work on a new car today, you've got to be able to read at the technical level of grade 14 and then you've got to be able to do the entry into a CD or a computer, CD–ROM, because they don't have it in a booklet form. So it's more important than a textbook. The textbook was the 1950s model.

Right now if you believe in equity and you believe in accessibility and you don't want to divide the students, you can get on the technology because technology can give you the equity and it can give you the accessibility.

I was talking to a parent about that just yesterday whose child stayed up all night, went to your Library of Congress, even from Greensboro, North Carolina, through the Information Highway on the Internet and was able to develop pictures in her report, edit, download a CD–ROM and showed it live the next day in her classroom. She was a third grader. That's the kind of future that these children are going to have to have. That's the kind of work force.

first looking at how we are measuring the success rate of the children that those dollars are meant to affect. And if they are not reading, writing or calculating mathematically at a higher level than before we applied those dollars, we should redirect those dollars to programs that achieve that, because folks, that is what this is all about, turning out children who have those kind of achievement levels who can be successful in the next century.

Mr. HUTCHINSON. Mr. Chairman, I guess my time has expired.

Chairman GOODLING. Yes, your time has expired. I was just going to indicate that if we could ever get to the 40 percent that we promised with IDEA. I have chastised the other side a little even though Mr. Kildee and I tried to work together on the Budget Committee. We sent you all the mandates and I think we got about 8 percent out there, no more. We had a five year plan in the Budget Committee and I assume, since he was in the Majority, he could carry that ball, but I guess it didn't quite make it because we still are at 8 percent and if we could send you the 40 percent, just think of all that other money that you would have that you could do all the things that you would want to do if we just either put up or shut up.

Mr. KILDEE. If you will yield, Mr. Chairman, you were the only one who supported my amendment in the Budget Committee.

Chairman GOODLING. Yes, you didn't need it. All you needed was my vote.

Yes, Dr. Williams.

Mr. WILLIAMS. One thing, I think, what is driving the cost of education? In Dayton, special education is killing us. Public Law 94–142 is killing us. I'm supplementing the special budget by $16 million out of my general fund. And it's increasing every year anywhere from $500,000 to $800,000. If we don't get a handle on that, we're going broke.

Chairman GOODLING. How much of that goes to attorney fees and so on because of the litigation that goes on over placement and so on?

Mr. WILLIAMS. Nothing. I have an in-house, we have in-house attorneys. We were spending $1 million a year for outside attorneys, so we brought in two attorneys at $60,000 a piece, $120,000, plus a law clerk and they handle all of our cases in-house. So they work until the job is done.

Chairman GOODLING. So it's the mandates then that are causing the——

Mr. WILLIAMS. It's the mandates. Public Law 94–1, the closing bill that you all passed a few years ago is killing us.

Chairman GOODLING. We're working on that right now. Hopefully, we can improve that.

Dr. Weast.

Mr. WEAST. Please remember, as you deliberate, and your loss of $3.1 billion concerns me, that a society is measured on how well we treat the least amongst us, the most impoverished. Many of your programs are targeted to help these children. Granted, we need more rigor, we need more quality, but we also need to support some of these children. We've targeted our money to children who are four years of age and we've targeted on reading and we've targeted it to support.

We also need to remember that a hungry child can't learn, so as you make your deliberations, remember it is the quality of the programs locally and I agree, local control, but hold our feet to the fire for that, but remember that programs are right now aimed at hitting some of our children to need it most.

Chairman GOODLING. Mr. Sawyer.

Mr. SAWYER. Thank you, Mr. Chairman. Even the best friends of education can sometimes make small errors and the fact is, unless I completely misheard you, there's a good deal of technology money that is, in fact, flowing directly to school districts today and the challenge grant programs, the regional technology consortia and others and it's important that we be able to sustain those.

While we are always concerned about whether or not all of the dollars that we intend get where they're supposed to go, I can assure you that those are getting where they need to go.

It brings me to a point that we all have talked about. I was pleased to hear the gentleman from Florida talk about measurement and accountability, which measures what you get, and we need to understand that that flows all across a country. We talked about technology in terms of using technology to help students learn and that is enormously important. We talked about high standards and the ability to convey those broadly.

And the final point that we touched on, Dr. Weast said nobody has talked about the teachers and professional development. We glanced off that several times. It seems to me those three areas, four maybe, high standards, and measurement of high standards,the use of technology and professional development are ways in which as a Nation we can help school districts and States to interact in very constructive ways.

The challenge is to take the subject of this hearing, what works well in public schools, and be able to share them broadly with similar settings across the country. That's very difficult to do today. Could you comment on that, particularly from the point of view of recognizing that teachers may be among the few of the high professions where we ask people to go into the field and ask that same basic credential that they began their career with to last 30 to 35 years. Any of you? Yes sir.

Mr. RANDALL. Let me just say I think those four points are significant, as long as they're linked together in partnerships. I mean we go back to this, we start to fall into the same trap that we fall into, locally or otherwise, "either/or-ism." We have to recognize that this is everybody's job. The significant part of it still as everybody pretty much has said, it's local effort. That's where it has to happen. The rest of us are support players in this. We're not combatants. Until we get ourselves clear on that, so that we're not trying to control the situation from afar, what we're trying to do is support it and I think that it's been pointed out that without technology being interwoven in those other key elements we are going to fall further behind and staff development and technology is one of those key things. It's tough enough in staff development to get teachers to be able to function well with standards because teaching to standards and being able to do that is a big issue. But then you throw in the technological needs of all of us, whether it's me

have the resources in a school district. I came and grew up in a school district and live currently in a school district and when I lived here in Fairfax County, those areas all had the resources and often taxed themselves at a higher rate. Where the Federal Government arguably, potentially, is technology. If you can't get the wiring in, it's fine to talk about it, but there may be some areas on how to do that.

There are a couple of things I assume you may have had some touched on before. One is in the transfer programs and we tend to micromanage from the Washington end and give you all kinds of guidelines and say here's some money for this one. It almost takes a full-time person to figure out where our money is.

Do you think it would be more effective to have in a sense a form of block grant, either pass through the State. One of the problems which everybody knows is at the State level is that the State governments have been most abusive in having the urban areas be shorted. Rather than micromanage how you use it, we should have some sort of a result-based definition or criteria that you get the money and you don't have to necessarily use it on technology or electrical wiring or whatever. You have to show some improvement for the dollars or your grant would be reduced and in what way would you make sure that that was fair and what criteria would you have in some of the results orientation, and do you even like that type of philosophy which is to say you have more latitude, you educate the students, but we're going to hold you accountable by your results.

Mr. WILLIAMS. The majority of my paperwork is at the State level, not the Federal level. A good example, you take our Chapter 1 dollars, flow through the State, the State gets 15, 20 percent and then we send them three or four hundred sheets of paper, reports and things of that sort, so my problem is at the State level, a block grant in process would create more problems for me as a superintendent than the way it's structured now.

It's unbelievable the amount of paper we get from Columbus that I have to fill out and it won't take computer printouts. We have to take it from the computer, put it on another sheet of paper and we send it to them.

Mr. SOUDER. When you say—part of that is because we put Federal regulations on the States, that if the money went directly to you without a restriction other than meeting certain results, you feel that that would be worse than having the type of programs the way the dollars come to you now.

Mr. WILLIAMS. If the money came straight to me from the Federal level?

Mr. SOUDER. It would be a pass-through. In other words, they have to give based on the number of disadvantaged students, X dollars, so that the dollars would go right from the State to you and you would be measured on your results rather than on how you have to spend the money.

Mr. WILLIAMS. The evaluation part I support, but once you send it to the State, I don't have any control. They're going to take their portion off the top of it to do whatever they want to do to keep things going.

That's where my backlog is, at the State level with these reports and the paperwork and their regulations, because every person will come out with their past practice issue, and the bureaucracy at the State level in Ohio is unbelievable. You talk about asking for waivers. By the time it gets to the State superintendent it's been a year trying to get through there. So that's my backlog. It's not here.

We would lose $500,000 if you block grant the free lunch program. We'd lose $500,000 at the State level and that would kill our program.

Mr. RANDALL. We have the ability, in Colorado, to waive not only local, not only State regulations, but State statutes. We have a 90-day required turnaround time. We get maybe one a year and what we find is that the majority of inquiries that we get about waivers, the regulation exists in the head of the person asking the question and that it's an interpretive thing. Either it has been traditional, going up through the years, and I just think that—this sounds like an old song coming back around, but unless we get those relationships clarified, if there's a true bottleneck, they've got to be blasted out and done away with. But let's not let the ones that are not true become issues when they're not issues. I think that we block grant from the State to the local district. We have zero, the only thing that we require that they do is insure their buildings. And then we have an accountability system based upon results and accredit, the districts are based upon that. I think it can work, your idea. The challenge is not going to be the block grant of the funds to the districts or the State. It's going to be what you can agree upon as the criteria for success and to try to build that criteria beyond the logical level is very difficult, as we all know from the past few years of getting around to what constitutes standards, let alone improvement and measurement against those standards. So I think it's the second part that would be the challenge.

Mr. BROGAN. Congressman, if I may, I will bias myself right up front by telling you that I am a supporter of the block grant concept. I know it's fraught with many concerns and many questions, especially coming from a growth State like Florida, as to how that block grant would work in a rapidly growing State, but I am still convinced whether again it's the Federal to the State or the State to the local, that we have been so caught up over the last 20 years with micromanaging the process that we have forgotten that the most important part is the product that we're producing. I think what we have to start to be about is identifying what group of students we're trying to serve with Federal or State money, especially earmarked Federal or State money and most importantly, how we're going to gauge that that money was used successfully to do something for those children. Because of that disadvantaged status, for example, people feel aren't happening in the normal setting. My point is and it goes back to what I said earlier, we first have to figure out who we want to help, how we're going to measure whether we help them or not and then and only then get out of the way to provide those dollars and say to the district, not the State, to the district and to the school, here are the dollars to help these children. This is what we expect as an accountability measure. You go after this in the way you feel most appropriate to meet the needs of your children.

reason is, is at least out West, we still believe that the local community should be able to tax its own, if it wants to, and we allow a 15 percent local option.

Mr. FATTAH. You understand the problem with that? If you have a community, it's not whether they want to tax themselves, but if they are a poor community, then their ability to tax themselves is limited and so the State is actually part and parcel of a process that allows poorer communities to end up having poor school districts, at least in terms of finances. I know that there are some around here who want to suggest that money is not important. It's not illustrative of our commitment. When they talk about defense spending, any time you suggest cutting it they say that means you're not committed to defense. When you talk about education, our concern is rhetorical. It's not in terms of dollars.

Mr. Weast, I wanted to ask you real quickly, and I am impressed about this notion about funding in terms of early childhood literacy. I think that's very, very important and it's something about which our country has done very little, especially in comparison to other nations. However, I want to ask you about a different issue and that is tracking. I believe that one of the greatest tragedies to happen in public education in this country is the unfortunate problem with tracking, particularly as it relates to minority students. Placed in slow learning programs, without any legitimate reason and this has been the subject of a number of national news broadcasts, a number of education studies. I want to know, given Greensboro's experiences, and I know there's been some concern raised there locally, but it really is a national issue, isn't it? How do we get past this issue, in which we take kids, who happen to be white, and we put them in gifted programs, disproportionately, and kids who happen not to be white and somehow sidetrack them into the graveyards of public education.

Mr. WEAST. It's difficult. It's a difficult concept to help people understand. I want to answer your question you asked the Governors. We have the same thing at the local level because we have 93 schools. Equity is hard to come by because the most equal treatment is the most unequal treatment, if you do that equally. So we try to work on the equity funding and rechannel money to different schools which have different needs because different PTAs raise different amounts of money.

When you carry that forward, you can talk about tracking the same way. If you try to have one size that fits all, that's the argument for having different kinds of grouping. That argument holds water. However, if you have a dual system of education or even worse, more systems than that, and have low expectations, you don't have high expectations for all, then you're going to build a permanent, under-educated group of children coming through your student body. You have to address that. The way that you address that is you address it through dealing with some equitable funding, some local control down at the building level, some building of a system of accountability, good teachers and watch that your groupings don't group people by racial kinds of makeups, but watch those groupings start to work towards high expectations for all children and maybe if some children need more time, you need to

allow that, but you should have an end result that has an outcome for high expectations.

We fought that locally. That has been difficult for people to do. It takes a well-trained teaching staff and that's what I talked about at first, because you have to differentiate instruction and the best way to untrack things is to have high expectations, good, well-trained teachers and a differentiated pattern of instruction, that means that within a heterogeneous classroom, you appeal to the different groups that are there. They don't separate out.

Mr. FATTAH. I think my time has run out. I didn't know if Mr. Weast wanted to comment.

Mr. WILLIAMS. About equitable funding which in the State of Ohio, the lowest is $2,700. The highest is about $14,000. We have schools, in the State of Ohio in 1996, with outdoor toilets and running water problems. We've gotten together and we have sued the State, 500 school districts that have sued the State. The Supreme Court just ruled that they'll hear the case at the State Supreme Court. That's sad in 1996 when you look at running water and no indoor facilities.

So I'm quite sure when you use property taxes as a mean of funding education, you're going to have that gap. I don't care where you are because you don't have the businesses in some areas, any home owners, etc.

I want to talk about the tracking issue very briefly and when we look at our teachers today, it's going to be sad in the next three or five years because they'll be retiring since most of them were hired in the 1960s. In the 1960s, high enrollments were going up and we had large school districts. We hired bodies in the 1960s, not teachers. Those bodies now are veteran teachers, adminsitrators and some superintendents. And if we're going to reform education, we better start thinking K–16. We must look at tenure. We must look at the college level, because college professors don't have to walk into a public school setting and teach those antiquated skills to teachers and that's our training ground. We get our teachers from institutions and they come in with poor skills. We're not getting the number one draft pick anymore. We're getting the fourth, fifth, sixth draft picks in our classrooms. You talk about math and science, but we're not getting good math and science teachers.

Now how do we get good math and science teachers? You're going to have to look at the certification laws in this country. Why can't we hire physicists and chemists out of Wright–Patterson Air Force Base, math majors out of MIT and those other institutions to come in, if we can afford them, to teach mathematics? Those are the problems that I'm having. Then, when you get into the tracking issue, which is happening in this country, whether you want to believe it or not, in just about every school district. Gifted education, look at who is in gifted education and walk down the hall and see who is in special education. And they're in special education in a lot of cases because of discipline problems, not because of a learning disability. It's happening and these are the things we need to correct.

Mr. BROGAN. Congressman, very quickly, two issues, one is the issue of tracking. I know it's hard for me to believe a youngster would go through a college experience without being in a very

year, the last decade and a half, we've heard a lot about fat bureaucracies in education, but the problem is when you check it ain't so.

Central office professionals make up less than 2 percent of the staff in the public school systems in America, less than 2 percent.

The other day a Member of this committee, I won't name him, it wouldn't be fair. He's not here, but said on the floor of the House that America's children only receive 23 cents on every Federal dollar and the rest, he says, goes to "feed the Federal bureaucracy." So 23 cents apparently ends up in the classroom, the rest goes to the Federal bureaucracy. Now he said it on the floor of the House. I suppose what, 100,000 people, 500,000, 2 million C–SPAN viewers listen to it. The problem is, it's not so. The Federal Department of Education spends less than 2 percent of the money for overhead. Other departments, Federal departments would die for that lower record in overhead.

The Department of Education has the lowest administrative costs of any department in the Federal Government. We hear about regulations. As a former teacher, well, currently a teacher, kind of on leave while I'm back here, but for 18 years now, long sabbatical, Goals 2000 has no regulations. None. School to work has no regulations, none. The Department of Education under President Reagan had cut two-thirds of the regulations out of the elementary and secondary education programs. They don't get a dime's worth of credit. It seems that no credit follows Bill Clinton around, but they've cut two-thirds of the regulations out by fact.

There are morals to all stories. I guess the primary moral is it's a great country, isn't it, but the other moral is it would probably be greater if before we complain as citizens, using the latest myth we've heard, we go check the facts first because if we're going to make the right choices in this democracy or ask our elected representatives to make them on our behalf, then we damn well ought to know what the facts are, otherwise, we're going to ask our elected representatives to do the wrong thing. We're going to vote the wrong way at the polls.

So I would encourage more people to do, Mr. Chairman, what the members of this panel and the panel that preceded have done, and that is check the facts and then support education on its merits.

I thank you, Mr. Chairman, and again, I want to commend your leadership on this committee, and particularly, the leadership in moving Even Start through to law.

Chairman GOODLING. I should correct the gentleman who is not here, his statement is not correct, but he may have gotten confused because we had CRS do a little study and one relatively recent study of total, not just Federal expenditures, in New York City, not nationwide, school district, reportedly found that 32 percent, not 23 percent, of funds were used in the classroom. And then another was according to Al Schanker, New York Times editorial advertisement, stated that of every $1 being spent by New York City Schools, only 32 percent reached the classroom. That's picking on New York City schools.

Well, let me tell you that I appreciate all of you coming to testify. I had three reasons to call this hearing. First of all, I wanted to make sure that the Minority understood that if you are given a lot

of flexibility, that you can do all sorts of wonderful things we never dreamed of in Washington and that you do some good things with Federal dollars and you do some good things in spite of us in Washington, DC. And that excellence is the name of the game, quality is the name of the game. I think we made that point..

The second reason was to get the Majority here to understand that there are a lot of wonderful things going on in public education. I wasn't nearly as successful on that part as you noticed, didn't get many here, didn't get many to stay, so I don't know if that means don't confuse us with the facts and let us go on or what it does mean, but it did work, nevertheless.

The third reason was to get, hopefully, get some press here so that tomorrow we could pick up newspapers and it would talk about the wonderful things going on in public education. Wouldn't that be a change? I don't know whether we succeeded in that. We'll know when we look at television, when we read the newspapers tomorrow, but that was the third purpose, to get the good news out there and not only get the good news out there, but then to make anybody who isn't doing well, envious of those who are doing well and more determined that they're all going to do better, so again, I thank all of you for your testimony and for the amount of time you spent here and Jeff, with the new rules, I can't buy you lunch and you can't buy me lunch, so I guess we'll just have to brown bag it ourselves and leave it at that.

Thank you again for coming.

[Whereupon, at 1:42 p.m., the committee was adjourned.]

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